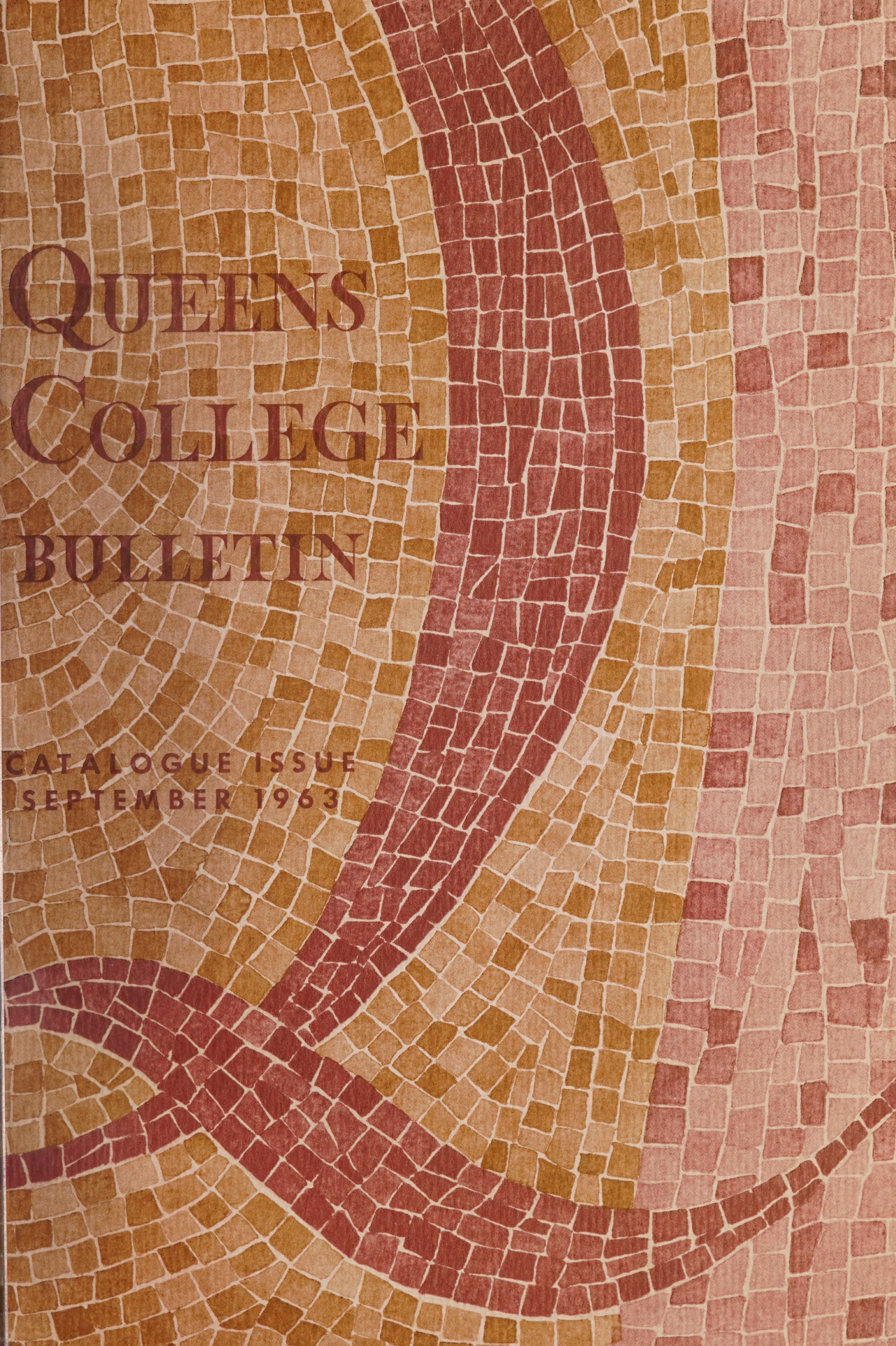
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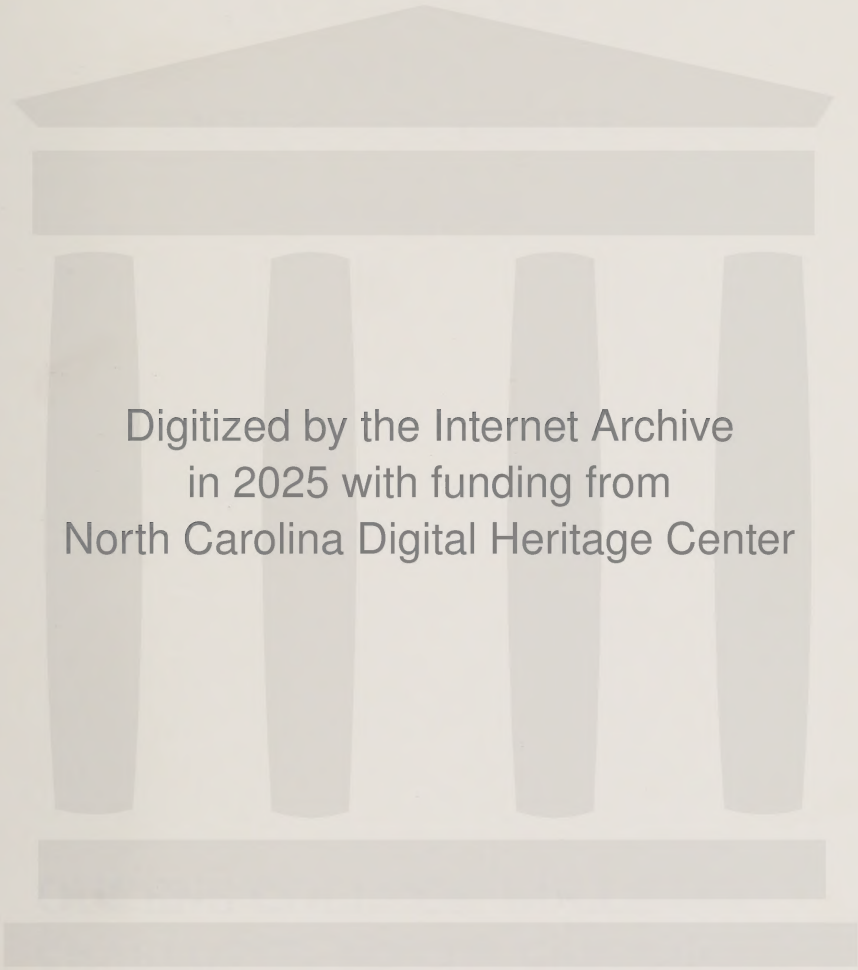
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WITH
ANNOUNCEMENTS

September 1963

QUEENS COLLEGE BULLETIN
CHARLOTTE, NORTH CAROLINA

QUEENS COLLEGE BULLETIN Volume 41 September, 1963 Number 7
Published monthly with exception of June, August, and December by Queens College.
Second-class postage paid at Charlotte, North Carolina.

Visits to the Campus

Visitors to the campus of Queens College are welcomed. They can be better served during their visits if appointments are made in advance, but that is not essential.

Offices of the college are open Monday through Friday from 9:00 a.m. to 4:30 p.m. Appointments for other hours may be arranged.

Address Correspondence

For information concerning:

Procedure for Admission

Requirements for Admission

Scholarships and Financial Aid for Entering Students

To

THE OFFICE OF ADMISSIONS

Educational Program

Scholarships for Returning Students

Loans

Transcripts

To

THE OFFICE OF DEAN OF THE COLLEGE

Accounts

Methods of Payment

Other Financial Matters

To

THE OFFICE OF THE TREASURER

Rooms in Residence Halls

Student Life

To

THE OFFICE OF DEAN OF STUDENTS

QUEENS COLLEGE

CHARLOTTE, NORTH CAROLINA 28207

QUEENS
COLLEGE

Table of Contents

Page

Calendar for 1963, 1964, and 1965 8

College Calendar for 1963-1964 *and* 1964-1965 9

In Brief 11

Aims of Queens College 13

Notes on History 14

Admission to the College 16

Academic Program 20

- The Curriculum 20
- Standards, Regulations, and Procedures 25
- Special Programs, Honors, and Awards 29
- Courses of Instruction 35

Expenses 77

- General Fees 77
- Information Concerning Expenses 78
- Special Fees 78
- Regulations Regarding Payment of Fees 80

Financial Aid 81

- Scholarships 81
- Regulations Governing Scholarships 85
- Loan Funds and Student Employment 86

Student Activities 89

- Student Organizations 89
- Services and Regulations 91

Community Services 93

Alumnae Association 94

Queens College Personnel 95

Degrees Conferred 1963 104

Honors and Awards, 1962-1963 107

Summary of Enrollment 109

Geographical Distribution of Students 110

Student Roster 111

Index 125

Application Form ..... Attached Insert

1963

SEPTEMBER

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College Calendar for 1963-1964

1963 REGULAR SESSION

September 11	Wednesday	Residence halls open to freshmen and transfer students
		6:00 p.m. Orientation program begins
September 17	Tuesday	8:00 a.m.-12:30 p.m. Registration—freshmen and transfer students
		1:30-5:00 p.m. Registration—returning students
September 18	Wednesday	Classes begin
November 15	Friday	Mid-point of first semester
November 27	Wednesday	1:15 p.m. Thanksgiving recess begins
December 2	Monday	8:00 a.m. Thanksgiving recess ends
December 20	Friday	1:15 p.m. Christmas recess begins

1964

January 6	Monday	8:00 a.m. Christmas recess ends
January 25	Saturday	First semester ends
January 28	Tuesday	1:30-5:00 p.m. Registration for second semester
January 29	Wednesday	Classes begin for second semester
March 20	Friday	Mid-point of second semester
March 26	Thursday	1:15 p.m. Spring recess begins
April 1	Wednesday	8:00 a.m. Spring recess ends
May 6	Wednesday	1:30-5:00 p.m. Pre-registration for 1964-1965
May 31	Sunday	Baccalaureate Service
June 1	Monday	Commencement Convocation

SUMMER SESSION

June 4-6	Thursday-Saturday	Registration for Summer Session
June 8	Monday	Classes begin
July 17	Friday	End of six-week summer session
July 31	Friday	End of eight-week summer session

1964 REGULAR SESSION

September 9	Wednesday	Residence halls open to freshmen and transfer students
		6:00 p.m. Orientation program begins
September 15	Tuesday	8:00 a.m.-12:30 p.m. Registration—returning students
		1:30 p.m.-6:00 p.m. Registration—freshmen and transfer students
September 16	Wednesday	Classes begin
November 13	Friday	Mid-point of first semester
November 25	Wednesday	12:50 p.m. Thanksgiving recess begins
November 30	Monday	8:00 a.m. Thanksgiving recess ends
December 18	Friday	12:50 p.m. Christmas recess begins

1965

January 4	Monday	8:00 a.m. Christmas recess ends
January 22	Friday	First semester ends
January 26	Tuesday	1:00 p.m. Registration for second semester
January 27	Wednesday	8:00 a.m. Classes begin
March 12	Friday	Mid-point of second semester
March 26	Friday	12:50 p.m. Spring recess begins
April 5	Monday	8:00 a.m. Spring recess ends
May 30	Sunday	Baccalaureate Service
May 31	Monday	Commencement Convocation

In Brief . . .

Queens is a four-year liberal arts college for women. It is affiliated with the Presbyterian Church in the United States through the synods of North Carolina and South Carolina. It was founded in 1857.

STANDING The college is accredited by the Southern Association of Colleges and Schools and is approved by the American Association of University Women. It is a member of the American Association of Colleges, the American Council on Education, the National Commission on Accrediting, the College Entrance Examination Board, the College Scholarship Service, and the National Association of Schools of Music.

LOCATION The Queens campus is in the Myers Park residential section of Charlotte. The city is the largest in the two Carolinas and is the center of a metropolitan area with a population of 2,200,000. The community affords a quality and range of cultural organizations and activities and of business institutions which are important adjuncts to the educational facilities of the college. Among these are lectures; exhibits at the Mint Museum of Art; Little Theatre plays; and programs offered by the Community Concert Association, the Opera Association, Charlotte Symphony Orchestra, and the Oratorio Singers. Other attractions are offered at the city coliseum and auditorium.

SIZE The average enrollment of Queens is 700 students. The college has developed in its counseling program, in its curriculum, in its methods of teaching, in its attention to the personal development of students, and in its social life those values and qualities which denote the small college.

PROGRAM Queens offers the bachelor of arts, bachelor of science, and bachelor of music degrees. At the end of the sophomore year students select an area of major emphasis from the fields of art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, Spanish, and nursing. Students desiring to teach can qualify for an elementary or secondary certificate. Secretarial training can be obtained through elective courses. A program of academic counseling is provided under which each student is assigned to a faculty advisor. With the advice and help of this advisor the student selects courses which will best meet her needs for a basic liberal education, chooses proper sequences in a major field, and pursues her special interests and abilities.

TEACHING The Group Tutorial is the name chosen to designate a method and a set of teaching principles which are in process of development at Queens and seem peculiarly fitted to the needs and the opportunities of the small college. The basic idea is that teaching is not something that is *done for* the student nor something *done to* the student. Effective teaching is the guidance of the process of learning. The chief responsibility rests on the student. Stress is placed on individual endeavor; the student is guided to do creative work. It is assumed that standards of self-evaluation are more important than the grading process.

LIBRARY Everett Library is essentially a reference library containing books and materials which supplement the college curriculum. The collection includes books and periodicals numbering about 50,000 volumes. All Queens College students have free access to the stacks.

STUDENTS The most important qualities of any student body are intangible. They are reflected in attitudes, characteristic behavior, and in those things which are spontaneously expected, approved, or disapproved. These are the qualities that determine what happens to a student who lives for four years as a member of the group. These qualities become tangible in student self-government, the honor system, and social events.

Queens prides itself on its student body's diversity in church affiliation, in family income, in geographical distribution, and in academic ability and interests. Two-thirds of the students live on the campus; the others have their homes in or near Charlotte. Those living on the campus come from many states and several foreign countries.

With an active emphasis on the academic life in a vital, informed Christian context Queens students also have a well-balanced social life. There are national sororities, dances and other social events, intramural activities, and a healthy co-educational social life made possible by joint planning with Davidson College which is located 20 miles from Charlotte.

FACULTY The principal emphases in the selection of the faculty are competence in scholarship, outstanding teaching ability, and the kind of personality and character which makes an important difference in the educational result.

STUDENT SELECTION All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. Each application is reviewed by the Committee on Admissions; and attention is given to the high school record, test results, and personal recommendations and evaluations of character, personality, and ability. The aim of the college is to select those students who can profit by its program. It is anxious to maintain a well-balanced group covering the normal range of ability.

COST The general fee for resident students for board, room, tuition, and health service is $2150; for commuting students, $900, (effective July 1, 1964). These fees cover all costs except personal expenses, books, special fees, and the student activity fee.

FINANCIAL AID Endowed scholarships provide assistance ranging from $100 to $1450 per year. Academic ability and financial need are the factors determining the recipients of these awards.

Loan funds are available for students under generous terms of repayment and interest rates.

PLACEMENT There is a placement office to serve the graduates of Queens. Those students who do not marry immediately after graduation find no difficulty in obtaining positions as teachers, chemists, social workers, secretaries, etc. The liberal arts curriculum and the program for personal growth and development produce graduates with the kind of education now being sought by discriminating employers.

Aims of Queens College

Queens is a small, Christian liberal arts college for women. This fact is the basis for its aims.

The central purpose is to see that the graduates of Queens College are liberally educated persons. Liberal education means the kind of disciplined mind that has acquired skills in thinking. It means open-minded seeking for fact, judgment as to truth or falsity, and judgment of value on the basis of evidence. It means acquaintance with the basic fields of knowledge in terms of initial studies in each of the fields. These studies should provide an understanding of vocabularies and methods requisite for further study. It means a developed capacity to respond with interest and some understanding to a wide range of personal, social, esthetic, and religious values. This kind of liberal education cannot be obtained through attention to subject matter alone; consequently, there is more than an emphasis upon the liberal arts. Liberal education results from a quality and a combination of subject matter, faculty, teaching, students, and the composite life of the college community. It is the aim of the college to be selective as to the quality of each of these elements and so to combine them as to secure liberal education in each of its graduates.

The aim of the college is to be healthfully Christian. The attitudes and religious loyalties of the students and faculty are important. Christian emphasis manifests itself in the acceptance of responsibility, a sense of vocation, consideration of others, and loyalty to the church. The emphasis is on the substance of Christian growth. It is not on an impoverishing regulation of behavior or the intemperate parading of religious claims and expressions.

As a college small by intent, Queens purposes to accomplish some of those things which can be done only in a small college. Its aim is that each student shall be known by name, face, and personality by other students and by members of the faculty. The concern for the individuality of each student should be manifest in a difference as to method and quality of teaching and in the personal and social development of the student.

As a woman's college, Queens endeavors to meet the educational needs that are peculiar to women. Among these needs are preparation for economic independence, responsibilities in the family, moral and religious responsibilities, and responsibilities in the community and in political life.

It is the further aim of the college to provide an environment of student life which will contribute to the educational purposes of the college and to the growth and happiness of each student. Such an environment includes elements of social life and patterns of student government. It also includes the kind of attitudes that prevail on campus. If these aims are accomplished, the most important result of a college education will come from the experience of living for four years as a member of the student body of Queens College.

Notes on History

The year 1857 is used as the founding date of the college for the reason that the history of the institution is continuous from that date to the present, though its origins are much earlier. During the past 100 years the college has carried four names. From 1857 to 1891 it was known as the Charlotte Female Institute located on North College Street at East Ninth. From 1891 to 1896 it was known as the Seminary for Girls. This was during the administration of Miss Lily Long. In 1896 the institution was affiliated with the Presbyterian Church in the United States and from that date to 1912 was known as the Presbyterian College for Women.

The change of name in 1912 to Queens College, when plans were made to move the college to the present location, was actually the resumption of the name that has belonged to the institution since 1771. With a gap of about nine years the history is continuous from 1771 to date. In that year the colonists in this region applied for a charter for Queens College. Due to the theories of church government centered in the assembly and representative government derived from the Calvin-Knox and Scotch-Irish traditions, the crown doubted the political wisdom of granting a charter to an institution that would perpetuate these ideals; so, the charter was refused. The name of the proposed college was changed to Queens Museum, and under that odd title the institution was chartered in 1773. It continued under that name until 1777 when, in the midst of the war there being no great affection for the crown, the name was changed to Liberty Hall Academy. Beginning in 1784 and continuing for 35 years the history is sketchy, but in 1821 the institution was incorporated as the Male and Female Academy Corporation. This corporation operated the Liberty Male Academy and the Charlotte Female Academy.

The location of the Queens College-Queens Museum-Liberty Hall succession of institutions was on South Tryon and Third Streets. Embedded in the sidewalk on the southeast corner of that intersection there is a bronze marker commemorating this first location of the college. In 1821 the institution was moved to 913 South Tryon Street. Then in 1857 it was moved to the North College Street location. In 1914 the college was moved to the present location in the Myers Park residential section.

Chicora College was merged into Queens in 1930. This institution had a long history of distinguished service as a woman's college of the Presbyterian Church in South Carolina. Among its alumnae are those who were graduated while the college was located in Greenville and later in Columbia, S. C.

The changing courses of study, faculties, students, names, boards of trustees, and affiliated church bodies have contributed to the central purpose of Christian higher education for women which is the heart of the Queens tradition.

Presidents of Queens College

1857-1872—Robert Burwell
1872-1875—Robert Hett Chapman
1875-1878—Stephen Taylor Martin
1878-1891—William Robert Atkinson
1891-1899—Lily W. Long
1899-1911—James R. Bridges
1911-1916—John Livy Caldwell
1916-1917—James R. Bridges, Acting
1917-1918—Henry Clay Evans
1918-1921—William Anderson, Acting
1921-1939—William Henry Frazer
1939-1950—Hunter Bryson Blakely
1950-1951—McAlister Carson, Acting
1951-1953—Charlton Coney Jernigan
1953-1954—Herschel Hill Everett, Acting
1954- —Edwin Ruthven Walker

Admission to the College

Queens desires to select for its student body those applicants who seem particularly fitted for college work and for the type of programs this college offers. Each application is reviewed by the Admissions Committee. The committee will consider:

Quality of college preparatory work
Standing on tests
Recommendations of officials acquainted with the applicant
Student's objectives
Student's character and personality

PREPARATION FOR ENTRANCE

The student considering Queens as the college of her choice should—early in her secondary school years—write to the Office of Admissions for descriptive literature. She should familiarize herself with the total program of the college. She should discuss her goals with her high school counselor and plan a program that will assure her of eligibility for admission.

An applicant for admission is expected to have a secondary school diploma representing at least 16 units of study. Of the total units presented, 12 must be in college preparatory subjects including four in English. The following chart represents the desirable distribution of units submitted for admission.

Units	English	History	Laboratory Science	Mathematics	Language	Electives
	4	2	1 or 2	2 or 3	2 of 1	4

Exceptions to the recommended distribution are approved occasionally by the Admissions Committee.

All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board during their senior year in high school. It is recommended that students also take the Scholastic Aptitude Test in their junior year and have the results sent to Queens College. Applicants are required to take the College Entrance Examination Board English Composition Achievement Test and a foreign language achievement test. If a student has taken more than one language in high school, she should take the achievement test in the language which she plans to continue in college. The Writing Sample will not be accepted in place of the English Composition Achievement Test. However, students who are interested in the Queens Scholars program (see page 83) are required to take the Writing Sample in addition to the English Composition Achievement Test.

The following dates have been selected for the administering of these tests:

December 7, 1963	SAT, Achievement Tests, Writing Sample
January 11, 1964	SAT, Achievement Tests, Writing Sample
March 7, 1964	SAT, Achievement Tests, Writing Sample
May 2, 1964	SAT, Achievement Tests, Writing Sample
July 8, 1964	SAT, Achievement Tests, Writing Sample

The applicant should register for the examination approximately one month before the test date.

For further information concerning these tests the student should consult her high school counselor or write to the College Entrance Examination Board, Box 592, Princeton, New Jersey.

The student and her parents are encouraged to visit the campus at any time. She should make an appointment with the director of admissions or a member of the college admissions staff in advance of her visit.

Admissions counselors visit many high schools during the fall and winter months. If possible, the interested student should arrange, through her high school counselor, to discuss her college plans with the Queens admissions counselor. Selected alumnae in a number of cities are also available for conferences with students and their parents; their names and addresses may be found on page 94 of this catalogue.

ENTRANCE PROCEDURES

1. The student should request an application form from the Office of Admissions or use the form in the back of this catalogue. She should complete this form and mail it with the $10 fee to the Office of Admissions. Since dormitory as well as classroom space is limited, she should file her application no later than February 15 of the year of expected entrance. A student desiring financial aid should apply for a scholarship or loan at the same time that she makes application for admission. Further details regarding these may be found on pages 81-87 of this catalogue.
2. Upon receipt of the application, the Admissions Office will send the candidate a personal data form and an honor pledge form. These should be completed and returned immediately.
3. The applicant should request the College Entrance Examination Board to send a copy of all her test results to Queens College.
4. The college will write for a transcript of secondary school credits and for recommendations. The student wishing to transfer from another college must request that a complete transcript of her college work be sent to Queens.
5. The Admissions Committee will act upon the application after the following items have been received and reviewed: the personal data form, the high school transcript (including recommendations), the College Entrance Examination Board test scores, the first semester grades for the senior year, and the signed honor pledge. The candidate will be notified of the committee's decision soon afterwards.
6. Acceptance for admission is made with the reservation that the applicant maintain a satisfactory standard of academic work and citizenship through the completion of the school year. Admission is also contingent upon the receipt of a satisfactory health report later in the year.
7. The health forms will be sent as soon as the candidate has been approved for admission. These forms should be filled out properly by a physician and must be returned to the college before July 15 of the year of entrance.

8. Following notification of acceptance the student must make an initial payment of $100 ($35 for a commuting student) in order to reserve her place in the entering class. This payment should be made as soon as possible; the final date is May 1. This payment is non-refundable and will be credited to the total fees for the year.

9. The applicant is urged to report to the college promptly any change of address, transfer to another secondary school, or intention to withdraw her application.

10. After the student has been accepted, detailed information will be sent during the summer prior to entrance concerning rooms, the orientation program, date to arrive on the campus, etc. The student will also receive material from her upper-class student advisor. Attendance at the orientation program is required of all new students and transfers.

TRANSFERS FROM OTHER COLLEGES

Applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work done, units of credit earned in secondary school, and a statement of honorable dismissal from the colleges attended. Credit will be transferred on those courses on which the student has made a grade of C or higher. A maximum of 66 semester hours from a junior college will be accepted.

The procedure for applying is the same as that outlined above for new students, including the submission of Scholastic Aptitude Test scores.

RE-ADMISSION OF FORMER STUDENTS

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for re-admission. To do so she should write a letter to the dean of the college stating her reasons for wishing to return. She must have sent to the college transcripts of all work undertaken at other institutions. Upon receipt of these materials the Committee on Admissions will act upon her request. If she is admitted she will be required to make the initial payment within 30 days. This payment—$100 for resident and $35 for commuting students—is non-refundable and will be credited to the total fees for the year. She will be sent a health form to be completed by her physician and returned to the college before she may register.

NON-DEGREE AND PART-TIME STUDENTS

Each year the college admits a limited number of commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details the applicant should confer with the director of admissions.

The student who desires to attend the college on a part-time basis should first discuss the matter with the director of the Department of Adult Education. Rarely are part-time students admitted for the regular session.

Students who are not degree candidates and are completing requirements for teacher certification are expected to complete one semester, full-time, at the college before registering for student teaching (Education 442, 444).

Academic Program

The Curriculum

Queens College offers programs leading to three degrees:

The *bachelor of arts* with concentrations in art, Bible, biology, chemistry, economics, foreign languages and literatures, French, history, literature and English composition, mathematics, music, philosophy, psychology, religion, sociology, or Spanish. Through elective courses the student can also qualify for elementary or secondary teacher certification or can receive secretarial training.

The *bachelor of science* in nursing.

The *bachelor of music* in applied music (piano, organ, strings or voice), general music education (for teacher certification), or instrumental music education (for teacher certification).

The minimum requirement for graduation is 120 semester hours with 120 quality points and a specified program of activity hours. The requirement is: a minimum of 120 semester hours with a cumulative quality point average of at least 1.0 and a specified program of activity hours. At least 42 semester hours shall be of 300 level or higher courses. Even though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree. Every degree candidate must complete two semesters at Queens as a regular student. She must also complete the last 30 hours of her academic program at the college.

The educational program which leads to these degrees is composed of four interrelated parts: I. A program of basic requirements; II. A field of concentration; III. A program of elective hours; and IV. A program of activity hours.

I. BASIC REQUIREMENTS

This requirement, totaling 53 semester hours, represents a range of study deemed necessary to provide the breadth of outlook essential in a liberally educated person. The requirement is the same for all students regardless of the degree program being followed—bachelor of arts, bachelor of science, or bachelor of music. Most of these courses will be completed during the first two years as a basis for further study; however, some of them may be continued into the junior and senior years.

Group 1	Semester Hours
English Composition	6
Bible	6
Group 2	
Selected from any of the following fields of study: biology, chemistry, mathematics, physics	11

Group 3

Selected from at least three of the following fields of study: economics, history and political science, psychology, sociology	12

Group 4

Selected from at least four of the following fields of study: art, foreign language, literature, music, philosophy	18
Total	53

II. FIELD OF CONCENTRATION (Major Program)

Bachelor of Arts

This degree offers concentration in:

Art	Mathematics
Bible	Music
Biology	Philosophy
Chemistry	Psychology
Economics	Religion
Foreign Languages and Literatures	Russian Studies
French	Sociology
History	Spanish
Literature and English Composition	

By the end of the sophomore year each student will have decided upon a subject matter field in which she will concentrate through a pattern of advanced courses. The purpose of this concentration is twofold — first, to give the student the opportunity to go far enough into a field to achieve something like a feeling of mastery of it; second, to enable her to get knowledge, skills, and attitudes which may help make her effective in her vocation. It is conceivable that this study may begin prior to the junior year.

In this program no less than 30 semester hours shall constitute a major program and no more than 40 semester hours may be taken in one department. The major program will be planned by the student and her major advisor. Certain specific major requirements are stated under each department heading in the section of the catalogue marked *Courses of Instruction.*

Bachelor of Science: Nursing

The degree of bachelor of science will be granted upon the successful completion of two years of prescribed work at the college and graduation from the Presbyterian Hospital School of Nursing, Charlotte, N. C., or any fully accredited school of nursing. A minimum of 42 semester hours in courses numbered 300 and above is required. Sixty semester hours and 60 quality points are assigned to the courses carried in the school of nursing; these constitute the field of concentration. Of these 60 semester hours, 30 shall be considered equivalent to 300-400 level courses.

The pattern of residence in this five-year program is one year at the college, three years at the hospital, and the fifth year at the college; or three years at the hospital and the fourth and fifth years at the college. Admission to the Presbyterian Hospital School of Nursing is achieved by applying to that institution and meeting its admission requirements and standards.

Bachelor of Music

In the bachelor of music program the field of concentration consists of 67 hours in music under the applied music concentration; under the music education concentration 49 semester hours are in music and 24 are in education. Specific details of these requirements are given in the music department pages of the section marked *Courses of Instruction.*

III. ELECTIVE HOURS

In consultation with her faculty advisor the student chooses elective hours to complete the number of hours required for graduation in addition to the basic requirements and the major program. Electives are available to give her opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford a chance to study in fields which directly support her program of concentration.

Teacher Certificates

Training for the teacher certificate, either at the *elementary or the secondary* school level, may be secured with the bachelor of arts degree. Teacher certification is also possible under the bachelor of music program. The program of elective hours should be so planned with the faculty advisor that it will include the required hours in education, student teaching, psychology, and other subjects specified by the state in which the student plans to teach.

Students desiring to teach in a state other than North Carolina or South Carolina must obtain a copy of the requirements of that state and plan their programs carefully to meet these requirements.

Secretarial Training

The secretarial training program is designed especially for women in view of the increasing variety of opportunities. The basic skill subjects of typing and shorthand are combined with an academic major to provide the preparation needed for entering into positions requiring office skills. As electives toward a degree in any academic major program, the student may take 12 semester hours in secretarial practice courses beyond beginning typing (which does not carry credit toward a degree). In addition, she may elect such courses in accounting and economics as she thinks would be of help to her in the business world. The program of electives for secretarial training may be taken during the first two years or spread throughout the four years. The selection of courses should be considered carefully by the student with the faculty advisor for secretarial training in order that the program may be directed toward the type of employment which is of interest to the student.

Medical Technology

For many years Queens College offered a bachelor of science degree in medical technology in which the fourth year was spent in the laboratory of the Charlotte Memorial Hospital. This program was discontinued in 1961-1962 because many of the students who entered the program continued at the college for four years. By obtaining a biochemistry or biology major, students are not only better prepared for the study of medical technology, but they are prepared to consider other areas. Prospective students who are interested in medical technology should write to the Admissions Office or to the chairman of the department of chemistry for material prepared for students interested in medical technology and related fields.

IV. ACTIVITY HOURS

This program is designed to develop appreciation, creativity, skills, and capacity for self-expression through sports, music, drama, writing, plastic arts, and sewing.

Each regular four-year student for the bachelor of arts and bachelor of music degrees will be required to complete with a rating of satisfactory four activity hours.

In the Activity Hour program, Physical Education I and II are required of all freshmen. They are basic classes which include conditioning exercises; aquatics; team, individual, and dual sports; and dance activities. (As a part of the work in Physical Education I or II each student must demonstrate competence in swimming.)

The student is given an opportunity to develop understanding, appreciation, and attitudes towards physical education as a part of her total educational program. There is orientation in the history of physical education, trends of modern physical education, and in some of the basic principles of personal and community hygienic living.

Two additional activity hours are selected from Area I, Area II, or Area III.

Activity hours carry no grade other than satisfactory or unsatisfactory.

Activity hours are offered in the following areas:

Area I	Area II	Area III
Dancing	Choir	Art
Dolphin Club	Chorus	Creative Crafts
Golf	Instrumental Ensemble	Sewing
Horseback Riding	Piano Class	Typing
Physical Education I and II	Queens Players	
Swimming	String Class	
Tennis	Student Publications	
Understanding Sports		

Enrollment in Student Publications as an activity hour is limited to those students who do active work on the staffs of the college publications.

Students in the bachelor of science in nursing program must earn two activity hours at the college.

V. SUMMARY OF DEGREE REQUIREMENTS

Degree Program	I Basic Requirements	II Field of Concentration	III Electives	IV Activity Hours	College courses numbered 300 and above
Bachelor of Arts	53	30-40	27-37	4	42
Bachelor of Science Nursing	53	60 (hospital work)	7	2	12*
Bachelor of Music	53	67-73	0	4	42

* In addition to hospital work considered to be of advanced level.

Standards, Regulations, and Procedures

THE HONOR SYSTEM

Before admission to Queens College each student promises to uphold the Honor System of Student Government. The Honor System is one of the most cherished institutions of the college, and its regulations in all phases of college life are based on three fundamental principles:

1. That each student be truthful at all times.
2. That each student respect the property of others.
3. That each student be entirely honest on tests, examinations, term papers, and all other pledged work as designated by teachers.

Any infraction of the regulations may be investigated by the Honor Council. If the student is found guilty, the council may recommend expulsion or suspension.

ORIENTATION

Prior to fall registration there is an orientation program at which attendance is required of all new students. This program is designed to acquaint the student with college life in its academic and social phases as well as with the whole community in which she will live for four years. She will meet her faculty advisor, her roommate, and her upper-class student advisor. She will visit points of interest in Charlotte and will have opportunity to worship in a church which may become her "campus church."

During this period tests are given for the purpose of better advising the student in her academic program. Two days are devoted to conferences with faculty advisors who help the freshmen to plan their programs. A selected group of faculty members serves as freshman advisors.

ADVANCED STANDING AND ADVANCED PLACEMENT

Entering freshmen are given the opportunity of advanced standing without college credit. Evidence presented should indicate that the student has achieved, by course or independent study, the equivalent of the college work to be remitted. The evidence is derived from: secondary school recommendations and grades, specific recommendation from the secondary school on areas for possible advanced standing, College Entrance Examination Board scores, and placement tests given by the college.

A student may request advanced placement with college credit based on the completion of high school advanced placement courses and/or examination by the College Entrance Examination Board. An achievement score of 4 or 5, specific recommendation for college credit by the secondary school, and approval by the college department concerned are required before the request is considered.

Requests for advanced standing are made by the student. Upon evaluation of the request, the specific department concerned makes its recommendation.

REGISTRATION

Students are expected to register for course work on the day specified for each semester. Registration after the appointed day subjects the student to a fee of $5.00. No registrations are permitted after the second Saturday following the beginning of classes.

Changes in registration are permitted prior to the second Saturday following the first day of class meetings. Any change after this day is considered a *withdrawal.*

SEMESTER LOAD

A normal load for a regular student is 15 semester hours. The dean of the college may allow a load of as little as 12 hours. Any student who wishes to take more than 17 hours of academic credit must get the permission of the dean of the college. (Academic hours do not include activity hours.)

WITHDRAWAL FROM A COURSE

A student must obtain permission from the dean of the college to discontinue a course. A student discontinuing a course following the first class after mid-term will be given a grade of F in the course. Prior to this time a grade of WP or WF will be given.

WITHDRAWAL FROM THE COLLEGE

A student who wishes to withdraw from the college before the end of the semester must notify the dean of the college in order to maintain a record in good standing. The grades of a student who withdraws are recorded WP if the work has been passing up to the date of withdrawal. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each semester hour. If permission is not obtained, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

AUDITING COURSES

A regular student who is carrying a minimum load of 15 hours of academic work for credit and who has a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

GRADING AND QUALITY POINT SYSTEM

Graduation requirements are based upon both quality and quantity of work. The following system of grading is used:

A—exceptional	3 quality points per semester hour
B—good	2 quality points per semester hour
C—average	1 quality point per semester hour
D—poor	0 quality points per semester hour
F—failing	minus 1 quality point per semester hour

The following symbols are used when a student does not receive a final semester grade:

WF—withdrew failing — minus 1 quality point per semester hour

WP—withdrew passing — no effect on quality points

E—conditional failure given at the discretion of the instructor

This mark may be changed to D or F after a re-examination. Only one re-examination is allowed in any course.

I—incomplete work. When this work is completed, the student may receive any grade from A to F.

A grade of E or I automatically becomes F if the student fails to take or pass a re-examination or fails to make up incomplete work satisfactorily; a grade of E or I for the first semester must be removed by the second week of the following March; a grade of E or I for the second semester must be removed by the end of the first week of regular classes the following September.

CLASSIFICATION

Students who are following a degree program and are carrying the required semester load have class standing determined by minimum levels of achievement, as follows:

	Semester Hours	*Quality Points*
Sophomores	24	18
Juniors	54	48
Seniors	90	84

Part-time students are those who are non-resident and are carrying less than 12 semester hours.

ELIGIBILITY TO CONTINUE

To remain in college a student must pass 18 semester hours of work during a session with a quality point average as follows:

.5 to return the second year

.8 to return the third year

.9 to return the fourth year

A quality point average is computed as follows: one semester hour with a grade of A would earn 3 quality points, or a regular 3 semester hour course with a grade of A would earn 9 quality points. A 3 semester hour course with a B grade would earn 6 quality points, and a 3 semester hour course with a C grade would earn 3 quality points. To obtain the quality point average for a semester or for a year, add the quality points earned and divide by the total semester hours carried. For example, a normal semester load is 15 semester hours or 5 courses. If the student receives B in each course, she would earn 6 quality points for each course or a total of 30 quality points. Thirty quality points divided by 15 semester hours equals 2.0 quality point average for a semester.

REPORTS

A report of grades is sent to parents or guardians at the end of each semester. No grades except semester grades are permanently recorded; however, additional reports are issued at mid-semester indicating special difficulties in course work.

PROBATION

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. Probationary status may also be given for misconduct or violation of the social standards of the college. A student on probation may be asked to withdraw at any time if she again fails to meet the scholastic or social standards of the college.

ATTENDANCE

The faculty regulations for class attendance appear in detail in the *Student Handbook*. Students are expected to keep all academic appointments.

It is the responsibility of the instructor of each activity hour to determine when a student's absences become excessive and, therefore, render her work unsatisfactory.

All students are expected to attend chapel on Monday and Friday, Student Government assembly on Wednesday, and all scheduled convocations. Each student shall be allowed a maximum of seven chapel or assembly absences each semester.

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

SUMMER SCHOOL AND PROGRAM OF ADULT EDUCATION

A student who wishes to take courses in an accredited summer school or in the Department of Adult Education and to receive credit for them towards graduation must first secure the approval of her advisor and the dean of the college, both as to the courses to be taken and as to the institution to be attended. In no case will credit be allowed beyond that given by the institution conducting the summer school.

ELIGIBILITY TO REPRESENT THE COLLEGE

Students who maintain a quality point average of 1.0 or more the preceding semester are on the current list of eligibility to represent the college in off-campus extracurricular activities and to hold campus offices during the current semester. Eligibility is also dependent on chapel and assembly attendance. Students on probation are not eligible to represent the college.

HANDBOOK

Each student is expected to know and observe all regulations which are found in detail in the *Student Handbook*.

Special Programs, Honors, and Awards

HONORS PROGRAM

The Honors Program is for the superior student. This program stimulates academic excellence by providing an opportunity for unusually able students to work for graduation with honors on the basis of both general educational attainment and performance on a project of independent study to be carried out during the senior year. It is designed to assist in the further development of the student's initiative, intellectual curiosity, and capacity for independent work.

The applicant for admission into the Honors Program must, in her junior year, submit a statement of a project acceptable to the Honors Committee. The project may be either inter-disciplinary or restricted to a single academic discipline. It is carried throughout the senior year, for six hours of academic credit. A faculty member appointed by the Honors Committee serves as special advisor for the project.

The candidate for graduation with honors under the Honors Program must successfully pass two examinations, one on her project and the other on her liberal education as a whole.

HONORS SCHOLARSHIPS

Queens and Dana Scholarship Programs

Students with high qualifications may be chosen as honor scholars each year and designated as Queens or Dana Scholars. These programs are designed to offer both educational enrichment to the alert mind and financial assistance to the student whose circumstances require it. Approximately fifteen students in each class at Queens are selected for the programs annually. While intellectual qualifications are the primary consideration, both Queens and Dana Scholars receive financial grants. The amounts vary from token grants of $100 for students having no financial need to $1,450 when the established need is higher. All recipients are either enrolled in the appropriate Dana or Queens Seminar or engaged in an approved project of individual study under the direction of a faculty member. The Scholar's program for the year, satisfactorily completed, earns six hours of academic credit, normally three in each semester. Each Queens and Dana Scholar is assigned as a Scholar Assistant to a faculty member for a maximum of five hours a week, in an association that is intended both to assist the faculty member and to offer the student an educationally enriching experience. Students apply annually, whether for initial admission to the program or for renewal of a scholarship award.

Further information regarding the Queens Scholar Program and the Dana Scholar Program is given on pages 81-87 under *Financial Aid.*

WASHINGTON SEMESTER

Through a cooperative arrangement with the American University, honor students are selected to spend a semester in Washington, D. C., for a study of American National Government in Action. The study is carried out through a

seminar on Government in Action, an individual research project, and regular courses at the American University. Application should be made to the head of the department of history and political science or the dean of the college.

SUMMER STUDY-TRAVEL PROGRAM

Queens College offers, during the summer period, a program of study and travel in Europe. This program is developed through arrangements with the Institute of European Studies. Students who will participate in the program attend a series of informal seminars during the second semester of the college year in preparation for the summer study.

At the beginning of the summer, a three to four week guided tour of selected cities in Europe, with lectures by European professors, provides background for the period of formal study.

The formal course work with college credit taken at the University of Vienna, Vienna, Austria, continues for five to six weeks. The particular courses offered are selected from areas in music, art, foreign languages, history, and philosophy and are announced early in the college year. Students are not permitted to take more than six semester hours credit during the summer program.

Following the period of study each student is allowed one to two weeks of independent travel in Europe.

The cost is approximately $1,300. Inquiries regarding the program should be addressed to Dr. George A. Stegner, Queens College.

HONORARY ORGANIZATIONS

Orb and Sceptre is an honorary leadership organization which was founded at Queens College in January of 1961. It recognizes those students who have shown sensitivity and concern in the college community.

Sigma Mu is a regional honorary organization composed of faculty and students. Its purpose is to recognize high scholastic attainment of upperclassmen and to encourage independent research.

Valkyrie is an honorary organization made up of members selected in the spring from the rising sophomore class. Membership in this club, organized on the Queens campus in 1937, is based on outstanding leadership and citizenship exhibited by freshmen. Members usher at college functions.

Sigma Upsilon is a national honorary literary fraternity, founded in 1906. It was limited formerly to men's colleges but now includes a small number of women's colleges. The Queens College chapter was established in May, 1951. Membership is based primarily upon literary ability and active participation; selection of members is usually made once a year from members of the sophomore, junior, and senior classes and from the faculty.

Delta Omicron, international music fraternity for women, was established at Queens College in May, 1959. The national organization was founded in 1909 at the Cincinnati Conservatory of Music. Membership is open to students doing major or minor work in music, to music faculty, to professional musicians, and to concert artists. Scholarship of high quality is requisite to membership.

SPECIAL HONORS

Dean's List

Students achieving unusually high scholarship are named on this list. They must carry *at least* 15 semester hours and achieve not less than three A's and two B's. When the course load is 18 semester hours, the student must achieve not less than four A's and two B's. Students who are doing student teaching and carrying 14 semester hours must have the equivalent of three A's and one B in academic subjects. The dean of the college will review the records of students carrying a number of courses giving less than three semester hours credit.

Commencement Marshals

The marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, sophomores, and freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

Graduation with Honors

The titles of *summa cum laude, magna cum laude,* and *cum laude* shall be awarded by the administration after consultation with the Honors Committee.

AWARDS

Algernon Sydney Sullivan Award

The award is made by the New York Southern Society to perpetuate the memory of its founder, Algernon Sydney Sullivan, whose dominant characteristics were love for and service to men.

"The recipients of the Award shall be chosen by the faculty of the college. In the selection of the recipients, nothing shall be considered except the possession of such characteristics of heart, mind, and conduct as evince a spirit of love for and helpfulness toward other men and women."

Alpha Chi Omega Award

The local chapter of Alpha Chi Omega offers a medallion for the best short story submitted by a member of the student body.

Alpha Delta Pi Award in Mathematics

The local chapter of Alpha Delta Pi makes an award to the senior who has made the highest average in mathematics.

Alpha Gamma Delta Art Award

The local chapter of Alpha Gamma Delta offers an annual award to a student excelling in a particular area of art.

American Guild of Performing Artists Membership

A membership in this society is awarded to a student who shows unusual promise as a performing artist.

Gordon Keith Chalmers Personal Library Award

This award is made by an anonymous donor to honor Gordon Keith Chalmers, distinguished teacher, literary figure, and educator. The $25.00 award is made to the student whose personal library is judged the best in quality and significance. A faculty committee judges the libraries.

The Chi Omega Social Science Award

The Theta Gamma Chapter of Chi Omega offers each year an award of $10.00 to the student with the highest average in sociology, history, or economics.

Coronet Award

An award is made to the member of the staff of the annual who has made the most significant contribution to the work of the staff.

The Creative Writing Cup

To give concrete recognition to those who show determined effort at creative writing for the college magazine, the study body gives a cup.

The Stuart D. Currie Award

The Stuart D. Currie Award is presented to the senior who has made the most distinctive contribution in the field of Bible and religion.

The Delta Omicron Award

The local chapter of Delta Omicron offers an emblem to a member to recognize outstanding musical service to the fraternity, the school, and the community.

Intersorority Basketball Cup

The Theta Gamma Chapter of Chi Omega offers a silver cup each year to the sorority winning the intersorority basketball tournament.

The Jernigan Journalistic Award

The Jernigan Journalistic Award is given in recognition of outstanding work to a member of the *logos* staff.

Kappa Delta Science Award

The local chapter of Kappa Delta awards $10.00 to the senior with the highest grade in chemistry or biology (first choice) or mathematics (second).

Charlotte Panhellenic Award

The Panhellenic Congress of the city of Charlotte has established an award of $50.00 which goes to an outstanding freshman for meritorious scholarship, personality, and community contribution.

The Queens College Panhellenic Scholarship Cup

The Panhellenic Council has provided a cup which is awarded for a period of a year to the sorority making the highest average in scholarship.

Recreation Association Awards

Trophies are awarded to the classes which win the interclass competitions and to the student who is considered the best-all-around athlete.

Sigma Mu Awards

The local chapter of Sigma Mu, honorary scholastic fraternity, awards annually two prizes of $5.00 each. One prize is for the best piece of creative work (art, literature, or music) submitted by any student; the second is for the best piece of research submitted by any student.

Sigma Upsilon Award

The Cakes and Ale chapter of Sigma Upsilon offers an award of $10.00 to a member of the freshman class for excellence in writing.

Courses of Instruction

Courses are listed by departments. Courses numbered 100 to 299 are primarily for freshmen and sophomores; those numbered 300 to 499 are primarily for juniors and seniors; freshmen may take no more than six semester hours in 200 level courses; they may take no courses at the 300-400 level. Sophomores may take no more than nine semester hours in courses numbered 300 and above. Courses open to lower classes are also open to upper classes unless stated otherwise. First semester courses are usually given odd numbers and second semester courses are usually given even numbers. A course with hyphenated numbers extends throughout the session and must be completed before credit is allowed unless permission for credit for one semester is obtained from the instructor and the dean of the college.

Semester hours of credit carried by a course are indicated in parentheses after the course title. Unless otherwise indicated, a course carrying three semester hours credit meets three times a week; a course carrying two semester hours credit meets twice a week, etc. When a course is offered in alternate years only, the year in which it will be given is shown.

Seminars for Queens and Dana Scholars*

Students admitted to the program as Queens or Dana Scholars earn academic credit by participating in a seminar, or by pursuing an approved project of independent study under the direction of a faculty member. The Honors Committee of the faculty is responsible for planning and administering the Queens and Dana Scholarship Programs, as well as the Honors Program for seniors. The committee selects students for admission to the program, considers applications for seminar participation and for independent study projects, and evaluates the performance of those engaged in independent study under the program. Seminars continue throughout the year, carrying three hours of credit each semester. Each seminar is directed by a member of the faculty, who may on occasion invite visiting specialists to take part. Projects of independent study earn six hours of academic credit during the year, normally divided into three for each semester.

Queens Scholars Seminar for Freshmen

The main aim of this course is to prepare the students for effective independent study as a basis for their continuing education during and after college. The emphasis will be upon helping them develop a high level of competence in dealing with ideas. The course will meet the requirement of six semester hours of English composition.

Dana Scholars Seminars for Sophomores and Juniors

The purpose of these seminars is to give students the opportunity to investigate a particular subject area thoroughly and with a high degree of individual initiative. The topics will vary from year to year. Work in this course will meet basic requirements in either Group 3 or Group 4, as shown in the section on the curriculum.

*Qualifications for appointment as a Queens or Dana Scholar are given on pages 82-84 of this catalogue.

DANA SCHOLARS SEMINAR FOR SENIORS

The topic of this seminar will be the philosophy of liberal arts education. The function of it is to offer students a particular opportunity to arrive at some synoptic appreciation of the meaning of their college careers. Work in this course will meet basic requirements in either Group 3 or Group 4.

ART

Professor George A. Shealy; Associate Professor Moose; Assistant Professor Gebhardt; Mr. Stuntzner.

CONCENTRATION: Art 101, 102, 201-202 or 321-322, 311, 312, and at least 12 semester hours selected from art courses numbered 300 and above, as approved by the major advisor.

100. INTRODUCTION TO ART. (3)

An introduction to the visual arts, with the aim of developing an appreciative attitude through a study of the basic aesthetic principles as they apply to painting, sculpture, and architecture.

101, 102. ART STRUCTURE. (3, 3)

Basic studies in drawing, two and three dimensional design, and pictorial composition. Special emphasis is placed on the use of watercolor, oil, pen and ink, charcoal, collage, and other media. Required for all majors.

One hour lecture and five hours laboratory a week.
Prerequisite: Art 101 is prerequisite to Art 102.

201-202. DESIGN. (3-3)

A study in the two and three dimensional organization of natural and abstract forms. Special emphasis is placed on drawing, color, and texture. A foundation course for advertising and industrial design, interior design, sculpture, and ceramics.

One hour lecture and five hours laboratory a week.
Prerequisite: Art 101, 102.
Alternate years; offered 1963-1964.

203. DRAWING I. (3)

Drawing from still life, figure, and landscape in charcoal, pen and ink, wash, watercolor, and various media.

Six hours laboratory a week.
Prerequisite: Art 101, 102.

204. DRAWING II. (3)

Advanced figure and landscape work with special emphasis on the inventive and imaginative use of various graphic media.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 203.

302. Painting. (3)

A course in fundamentals using figure, landscape, and still life as subject matter.

Six hours laboratory a week.

307. Design in Architecture and Furniture. (3)

A study of architecture, the great periods of furniture design, and allied crafts as a background for contemporary design problems.

One hour lecture and five hours laboratory a week.

308. Interior Design. (3)

Problems in the creative treatment of interior space and the designing of furniture. Includes drawing of plans and scaling of interiors and furnishings.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 307.

311. Ancient and Medieval Art. (3)

A study of architecture, sculpture, and painting from prehistoric times to the Renaissance.

312. Renaissance Art to the Present Time. (3)

A study of architecture, sculpture, and painting from the early Renaissance to the art schools of modern Europe and America.

314. Sculpture. (3)

Fundamental studies in the creative organization of space, volume, and mass. Emphasis is placed on the problems of modeling in clay, casting, and direct carving. Analysis of great sculpture of all ages.

One hour lecture and five hours laboratory a week.

315. Advanced Sculpture. (3)

Individual problems in clay, wood, and other media.

Six hours laboratory a week.
Prerequisite: Art 101, 102, 314.

321-322. Composition. (3-3)

The principles of expressive picture construction with emphasis on spatial relationships, form and texture. Imaginative handling of various media is stressed.

One hour lecture and five hours laboratory a week.
Prerequisite: Art 101, 102.
Alternate years; offered 1964-1965.

323. Ceramics. (3)

A basic course in the use, forming, and glazing of clay with emphasis on form, proportion, and ornament.

Six hours laboratory a week.

324. Pottery. (3)

Advanced studies in the forming of clay, the use of the potter's wheel and decorative glazes. Examination of pottery in relation to industry.

Six hours laboratory a week.

Prerequisite: Art 323.

400. The History of Painting Since 1850. (3)

A study of the various schools of painting from 1850 to the present day.

Not restricted to art majors.

Alternate years; offered 1964-1965.

401-402. Advanced Painting. (3-3)

The human figure, landscape, and still life are used for study and pictorial statements with emphasis on the student's personal expression. The student may work in any painting media and technique.

Six hours laboratory a week.

Prerequisite: Art 101, 102, 302.

422. Costume Design. (3)

A study of the principles of design as related to dress, with practice in drawing from the model, in designing costumes, and drawing for advertisements.

Six hours laboratory a week.

423. Art in Publication and Advertising. (3)

Basic layout design, use of type and lettering, and the preparation of material for various kinds of reproduction.

Six hours laboratory a week.

450. Problems in Art. (3)

Students who have displayed unusual talent and scholarship may take advanced work in some specialized phase of art.

Note: Education 212 may not be credited toward the art major.

BIBLE AND RELIGION

Professor Wright, Associate Professor Taylor, Assistant Professor Carson.

Concentration: Both patterns of concentration include basic study of the whole Bible, *either* in the four-semester sequence 101, 102, 301, 411, *or* in the year course 321, 322. Further requirements are as follows.

Concentration A, a general program. Work in the Bible as stated above; Philosophy 303; 304, 342; and from other departmental courses numbered 300 and above, nine to 15 hours. In place of unspecified departmental work, up to six hours may be chosen from philosophy courses numbered 200 and above; Literature 310: Greek Drama; History 306, 407; Sociology 313; Music 316.

Concentration B, emphasizing Christian Education training. Work in the Bible as stated above; 315, 316, 331, 332, 431, 432; and from other departmental courses numbered 300 and above, three to nine hours. In place of unspecified departmental work, up to six hours may be chosen from philosophy courses numbered 200 and above; Music 315, 316, 317; Speech 321.

Students concentrating in the department can work out an approved training program to qualify for certification as Associates in Christian Education. The courses in Christian Education have been planned in consultation with the Board of Christian Education of the Presbyterian Church in the United States.

Basic Requirement. The basic requirement in Bible may be met by successful completion of any two of the courses marked with an asterisk (*) in the list following. A continuous year of work, consisting of a semester of Old Testament followed by a semester of New Testament, is recommended.

*101. The Hexateuch. (3)

Introduction to Bible study; readings in Genesis through Joshua, tracing the formation of Israel, its covenant concept, laws, and worship.

*102. The Synoptic Gospels. (3)

The background and life of Jesus as shown in Matthew, Mark, and Luke.

*212. The Early Christian Movement. (3)

A study of the life and thought of the early Christians as set forth in Acts and the Gospel of John.

Alternate years; offered 1964-1965.

*301. Prophetic Religion. (3)

A study of selected Hebrew prophets, stressing their background, message, and relevance for their own time and for today.

Alternate years; offered 1963-1964.

[Philosophy 303. Oriental Philosophy. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.]

304. Religions of the Near East and West. (3)

Historical and contemporary study of Judaism, Islam, Communism, and Western humanisms. The situation of the Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religions.

*312. Devotional and Wisdom Literature of Israel. (3)

A study of Psalms, Proverbs, Ecclesiastes, and Job. Emphasis on background, form, message, and significance for ancient Israel and for today.

Alternate years; offered 1963-1964.

315, 316. History of Christianity. (3, 3)

A historical survey of Christian life and thought, in their interaction with changing cultural contexts. First semester, ancient to medieval; second semester, Reformation to modern.

Prerequisite: One year of Bible, or History 101-102; also 315 is prerequisite for 316.

*321. A Survey of the Old Testament. (3)

General introduction to the history, literature, and religion of the Old Testament.

*322. A Survey of the New Testament. (3)

General introduction to the history, literature, and religion of the New Testament.

331. Introduction to Christian Education. (3)

Introduction to the church's ministry of education with emphasis on the nature and mission of the church, the Biblical and theological basis of Christian education, and the theory and history of curriculum.

332. Principles of Religious Growth of Children and Youth. (3)

A study of the characteristics and needs of children and youth; a consideration of the principles and methods of guiding them in their Christian growth. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Religion 331.
Alternates with Bible and Religion 431. Offered 1963-1964.

Note: 331, 332 are designed not only for professional preparation, but also for any student who wishes to understand better what it means to be a church member.

342. Modern Christianity. (3)

Intensive reading and discussion of selected works by contemporary theologians. As background there is a brief survey from the Reformation to the nineteenth century, tracing the main trends leading into the modern period.

Not open to sophomores.
Offered first semester.

344. Christian Ethics. (3)

An exploration of the foundations of Christian moral theory and action, with constant reference to specific moral problems in present-day individual and social life. Combined with 342, this course provides a survey of current theological discussion of Christian faith and practice in the light of modern problems.

Prerequisite: One semester of New Testament.

*411. The Writings of Paul. (3)

A study of Paul's life and thought against the background of first century Judaism and Hellenism.

Alternate years; offered 1964-1965.

431. Principles of Adult Christian Education. (3)

A study of the adult's responsibility in the teaching ministry of the church, with particular emphasis on the nature of man and his present needs as well as various methods of adult education. In conjunction with this course students observe and participate in the educational program of a local church.

Prerequisite: Bible and Religion 331.
Alternates with Bible and Religion 332. Offered 1964-1965, second semester.

432. Christian Worship. (3)

Introduction to the history, the theology, and the elements of worship; particular attention to the place of worship in Christian education.

Offered first semester.

Note: 431, 432 are designed not only for professional preparation, but also for any student who wishes to understand better what it means to be a church member.

BIOLOGY

Professor Fehon; Professor Nooe; Assistant Professor Marsh.

Concentration: Biology 201, 202, 300, 304, 410, and 12 semester hours from biology courses numbered 300 and above. Majors are required to take Chemistry 101, and 102 or 112, and Mathematics 101 or 102 or 105. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute Education 442 for biology electives. Majors are advised to take Physics 101-102.

100. Plant Biology. (4)

An introduction to the fundamentals of botany; survey of the plant kingdom; study of the organization and activities of plants with emphasis on higher plants.

Three hours lecture and three hours laboratory a week.

105. Animal Biology. (4)

An introduction to the principles of zoology; origin of life; molecular biology; structure and physiology of vertebrates including man; heredity and evolution.

Three hours lecture and three hours laboratory a week.

201. Invertebrate Zoology. (4)

Comparative physiology: systematics and evolution; structure of selected types.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 105.

202. Vertebrate Morphogenesis. (4)

Structure and evolution of vertebrates; introduction to embryology; comparative anatomy of selected organ systems.

Two hours lecture and six hours laboratory a week.

Prerequisite: Biology 105.

Alternate years; offered 1964-1965.

300. Cell Biology. (4)

Modern concepts of cell structure and physiology; laboratory exercises in cell physiology.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 100, 105; Chemistry 101, and 102 or 112.

304. Advanced Botany. (4)

A study of plant anatomy, physiology, development and classification; principles of taxonomy and a consideration of ecological problems and their relationship to conservation.

Three hours lecture and three hours laboratory a week.

306. Microbiology. (4)

Survey of microorganisms; the bacterial cell; bacterial metabolism; microbial ecology; identification of bacteria; reports and independent studies of selected topics.

Three hours lecture and three hours laboratory a week.

Prerequisite: Biology 100, 105; Chemistry 101, and 102 or 112.

Alternate years; offered 1963-1964.

310. Marine Biology. (4)

Survey of marine science: introduction to marine ecology; identification and classification of local fauna and flora.

Four weeks, summer session only, at Pawleys Island, S. C.

Prerequisite: Biology 201.

402. Genetics. (3 or 4)

The principles of heredity and variation in plants and animals.

Three hours lecture a week. Three hours laboratory optional with permission of the instructor.

Prerequisite: Biology 100, 105; Mathematics 101 or 102 or 105 or Psychology 305.

Alternate years; offered 1963-1964.

405. Marine Ecology. (4)

Reading and study of the literature of marine ecology; research methods; independent studies and reports.

Four weeks, summer session only, at Pawleys Island, S. C.

Prerequisite: Biology 310.

410. History of Biology. (3)

A study of the history of biology with emphasis on current trends of thought.

Three hours lecture a week.

Prerequisite: Permission of the instructor.

450 a, b. Independent Studies in Biology. (3, 3)

Research projects in the area of the student's interest; written report and oral examination required; summer research in marine biology.

Prerequisite: Permission of the instructor.

CHEMISTRY

Professor McEwen; Professor Lewis; Associate Professor Oates.

Concentration in Chemistry: Chemistry 101-102 or 101-112*; 205-206; 305; 306; 401; 402; 403; and 404 or 450. Mathematics through integral calculus and Physics 101, 102. German or Russian is strongly advised.

Concentration in Biochemistry: Chemistry 101-102 or 101-112*; 205-206; 305; 403; 404; and four hours chemistry elective. Biology 100; 105; 306; and 12 hours biology electives. Mathematics 101; 102. Physics 101; 102.

Chemistry 101-102 or 101-112* is prerequisite to all other chemistry courses.

101-102. General Chemistry. (4-4)

An introductory course in chemistry in which fundamental principles are emphasized. Nuclear chemistry is introduced. Correlation between atomic structure and chemical properties and the quantitative relationships that are involved in chemical change are investigated. The second semester includes study of the chemical properties of the elements in periodic groups and an introduction to the study of organic chemistry.

Emphasis in the laboratory work is upon quantitative relationships.

Three hours lecture and three hours laboratory a week.

*Chemistry 112 may replace Chemistry 102 for some students, with the permission of the head of the department.

112. Qualitative Analysis. (4)

Includes investigation of inorganic reactions, discussion of the chemistry of most of the commonly encountered cations and anions, and the study of the general properties of electrolytic solutions and the relationship of these to equilibrium and kinetics.

The laboratory work involves techniques of handling laboratory equipment and the design and interpreting of experiments to allow separation and identification of the common cations and anions.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101.

205-206. Organic Chemistry. (4-4)

An introductory course in organic chemistry which includes an integrated study of the more important compounds of the aliphatic and aromatic series. Emphasis is placed on problems in organic synthesis.

The laboratory work involves an introduction to organic qualitative analysis and emphasizes procedures and preparations.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112.

305. Quantitative Analysis. (4)

Chemical principles and analytical techniques of volumetric and gravimetric analysis are studied. Proficiency in the use of three types of analytical balances is required. The volumetric part of the course involves study of neutralization, precipitation, and oxidation-reduction reactions. The gravimetric part of the course involves study of the principles of precipitation.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112. Chemistry 205-206 is prerequisite or corequisite.

306. Quantitative Analysis. (4)

A second course in quantitative analysis which includes a study of colorimetry, spectrophotometry, electrodeposition, potentiometric titration, ion exchange and chromatographic separations.

Three hours lecture and four hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112, 205, 305. Chemistry 206 is a prerequisite or corequisite.

401. Physical Chemistry. (4)

A study of the principles governing chemical reactions, the physical properties of reactants and products, and the effect of physical changes on reactions. Includes a study of gases, liquids, solids, thermodynamics, and solutions.

(Course description continued on next page.)

The laboratory work consists of the design and conduct of experiments to provide possible solutions to particular problems.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics 101 and 201, Physics 101, 102, Chemistry 101-102 or 101-112, 205-206, and 305.

402. Physical Chemistry. (4)

Builds on the material covered in Chemistry 401 and includes equilibrium studies, conductance, electromotive force, kinetics, colloids, quantum theory and nuclear chemistry.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics through integral calculus, Physics 101-102, Chemistry 101-102 or 101-112, 205-206, 305, 306, and 401.

403. Biochemistry. (4)

Review of certain chemical principles dealing with solutions with emphasis on pH. Study of the chemistry of carbohydrates, lipids, proteins and nucleoproteins. Work with enzymes and digestion is included.

Laboratory work is quantitative in nature.

Three hours lecture and three hours laboratory a week.

Prerequisite: Chemistry 101-102 or 101-112, 205-206, and 305.

404. Biochemistry. (4)

Emphasis is on metabolism. Topics covered are blood and respiration, biological oxidations, metabolism of carbohydrates, lipids, proteins and nucleoproteins, energy metabolism, inorganic metabolism, biochemistry of the kidney, nutrition, vitamins, and hormones.

Laboratory work is largely quantitative with emphasis on modern biochemical methods.

Three hours lecture and three hours laboratory a week.

Prerequisite: Mathematics 101, 102, or 201; Physics 101, 102; Chemistry 101-102 or 101-112, 205-206, 305, and 403.

450. Directed Individual Studies. (2, 3, or 4)

Open to advanced students by permission of the instructor.

ECONOMICS

Visiting Assistant Professor Brewer.

Concentration: Economics 203, 204, 401, 402, 412, and 15 semester hours of courses in economics or related subjects as approved by the major advisor. Approval will ordinarily be extended to certain courses in mathematics, history and political science, sociology, psychology, and geography; but no more than six semester hours from any one of these fields will usually be credited to the major program.

101. American Economic Development. (3)

A study of economic development in North America since 1492.

203. Principles of Economics I. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to large groups, showing particularly the place which government holds in the system.

204. Principles of Economics II. (3)

A study of the principles governing the system of private enterprise; dealing with the application of the principles to small groups, showing particularly the organization of production and exchange, and the role of prices.

301. Money and Banking. (3)

A study of money, credit, and banking.

302. International Trade and Finance. (3)

A study of the theoretical and practical aspects of foreign trade and finance.

305. Personal and Family Economics. (3)

A study of the management of personal and family financial affairs.

Open to juniors and seniors only.

313. Labor Economics. (3)

A study of the evolution of industrial development and labor organization, labor legislation, labor-management relations, and effects of collective bargaining.

401. Economic Theory. (3)

An intermediate examination of the theory of price and income distribution.

Prerequisite: Economics 203 and 204 or equivalent.

402. Seminar on Economic Problems. (3)

This seminar will deal with various topics depending upon the interests of the students and instructor.

Open to economics majors and others with permission of the instructor.

412. History of Economic Thought. (3)

A study of the evolution of economic doctrines, relevant circumstances, and significant contributors.

426. Comparative Economic Systems. (3)

An objective examination of the ways in which productive resources are allocated, production of goods and services organized, and products are distributed among individuals under such differing economic systems as capitalism, socialism, communism, fascism, and their variants.

Prerequisite: 203, 204.

Offered Only in the Department of Adult Education

207, 208. Introductory Accounting. (3, 3)

Study of fundamental principles of accounting and preparation of financial statements; consideration of basic principles applied to partnerships, corporations, manufacturing and trading enterprises; and the application of these principles through actual laboratory practice.

Economics 207 or equivalent is prerequisite to 208.

303, 304. Intermediate Accounting. (3, 3)

An expansion and elaboration of principles presented in Introductory Accounting, with emphasis on analysis and solutions of original problems.

307, 308. Cost Accounting. (3, 3)

Emphasis is on cost accounting as a management tool for attaining the profit objective of business operations; a study of job-order, process, and standard cost-finding systems; accounting for labor, material, and manufacturing expense; distribution costs and cost reports that pertain to management.

349, 350. Management Development. (3, 3)

This course is designed to fit the needs of the first-line supervisor and the middle-management person. Its purpose is to improve the performance of such persons and to prepare them to advance within these jobs. The basic function of the course is to teach the student to manage a unit, a section, or a department within a business or industrial firm.

Prerequisite: Economics 203, 204 or equivalent.

407, 408. Advanced Accounting. (3, 3)

Advanced treatment of partnerships and corporations, specialized statements, statement of affairs, realization and liquidation, estates and trusts, parent and subsidiary accounting, and consolidated statements.

EDUCATION

Associate Professor Medlin; Assistant Professor Smith.

202. Educational Psychology. (3)

A study of those psychological principles of particular importance in educational practices.

Prerequisite: Psychology 201.

212. Methods in Art Education. (3)

A study of the creative growth of children, and the development of creative activities in the field of art for elementary school children.

305. Children's Literature. (3)

Course activities include: surveying the reading interests of children from two to 14; finding ways of bringing children and good books together; learning the uses to which children put their reading.

321-322. Methods for Public School Music Teachers. (3-3)

Theories and techniques involved in teaching music in elementary and secondary schools. This course includes participation in string ensemble and individual instruction in wood winds, brass, and percussion.

332. Principles of Elementary Education. (3)

A course designed for students beginning work in elementary education. Emphasis is placed on purposes, organization, and administration of the elementary school.

341. Philosophy of Education. (3)

A course to assist students in developing and clarifying their philosophy of education. Course activities include the study of patterns of thought concerning educational aims and values, and an analysis of some current issues and problems in American education.

342. Principles of Secondary Education. (3)

A study of principles of secondary education; an analysis of curriculum patterns, school organization, and methods of instruction in terms of principles of secondary education.

350. Teaching of Reading. (3)

An understanding of the principles, practices, and procedures underlying sound reading instruction at all grade levels. Includes a thorough understanding of what is involved in learning to read, diagnostic procedures, and remedial techniques.

407. Methods of Teaching in the Grammar Grades. (6)

A study of aims, methods, and materials of instruction in the grammar grades.

409. Methods of Teaching in the Primary Grades. (6)

Aims, methods, and materials of instruction in the primary grades.

411. Principles, Practices, and Procedures in Health Education for the Elementary Grades. (3)

A study of those factors involved in organizing and administering a good health program in the elementary schools.

412. Principles, Practices, and Procedures in Physical Education for the Elementary Grades. (3)

Activities of the course include defining principles of physical education, practice in applying principles to the work of the elementary school teacher, and consideration of the integration of physical education into the entire program of the elementary school.

442. Directed Teaching and Methods in Secondary Schools. (8)

Course activities include an eight week period of observation and student teaching in selected secondary schools and weekly class meetings for the study of methods of instruction and resource materials in the teaching fields. Admission to the course is by recommendation of the Director of Student Teaching and the major professor.

Additional fee for student teaching: $40.00.

444. Observation and Student Teaching in the Elementary Grades. (6)

An eight week period of observation and student teaching in selected elementary schools. Admission to the course is by recommendation of the Director of Student Teaching and the major professor.

Additional fee for student teaching: $40.00.

450. Individual Studies in Education. (3)

A course for experienced classroom teachers interested in intensive study of a professional problem. Programs of study to satisfy individual student's interests and needs are planned by the student with the help of the instructor. Seminars and conferences with the instructor provide the student opportunities to secure professional advice. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Admission only upon permission of the instructor.

Prerequisite: Classroom teaching experience.

FOREIGN LANGUAGES AND LITERATURES

Concentration: Thirty semester hours of which 18 in a first language and six in a second language shall be selected from courses numbered 300 and above. Admission to any course numbered 200 or above as well as the selection of the first and a second language must be approved by the head of the department.

Note: Students offering two high school units of a foreign language in fulfillment of college entrance requirements will not receive college credit for 100 level courses in that foreign language.

FRENCH

Assistant Professor Richardson; Assistant Professor Hostettler.

Concentration: Thirty semester hours of French or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from French courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. Elementary French. (3-3)

Presentation of the basic structure of the language. First semester emphasis will be on the spoken language. Second semester the use of the written language for communication and comprehension will be included. Language laboratory facilities will be used for class work and preparation of assignments.

Class meets five days each week.

201-202. Intermediate French. (3-3)

Review of the basic structure of the language in both oral and written forms, and introduction of more complex materials. First semester the emphasis is on the use of the oral language, centered around area study material. Second semester the emphasis is on the use of the written language through selected readings in literature. Facilities of the language laboratory will be used for class work and preparation of assignments.

Prerequisite: French 101-102 or equivalent.

311, 312. Study of French Literature. (3, 3)

Introduction to French literature through the study of different literary forms. In the second semester more concentrated attention will be given to significant works which may be selected by topic, period, author, or form.

Prerequisite: For French 311, French 201-202 or equivalent.
For French 312, French 311 or equivalent.

321. French Conversation. (3)

Training in speaking and in comprehension of the spoken language using material based on daily life situations. Facilities of the language laboratory will be used in preparation of material.

Prerequisite: French 201-202 or equivalent.

322. Advanced French Conversation. (3)

Advanced training and practice in the use of the spoken language with conversations, discussions, and reports based on more complex material. Facilities of the language laboratory will be used in the preparation of material.

Prerequisite: French 321 or equivalent.
Alternate years; offered 1963-1964.

331. Prose Literature of the Modern Period. (3)

Study of the development of prose literature of the 18th, 19th, and 20th centuries with emphasis on the novel, short story, and essay.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1964-1965.

332. Poetry and Drama of the Modern Period. (3)

Study of the development of poetry and dramatic literature of the period with emphasis on the 19th and 20th centuries.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1964-1965.

441. French Literature of the Medieval and Renaissance Periods. (3)

A study of the significant works and literary movements from the *Chanson de Roland* to the literature of the 17th century.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1963-1964.

442. French Literature of the Seventeenth Century. (3)

A study of significant works and authors of the Classical Period with emphasis on the theatre of Corneille, Racine, and Moliére.

Prerequisite: French 311, 312 or equivalent.
Alternate years; offered 1963-1964.

451. Advanced Composition, Grammar, and Conversation. (3)

Designed chiefly for prospective teachers of French. Analysis of the structure and phonetics of the French language. Practice in composition, oral and written. Practice in the preparation and presentation of material using modern techniques of foreign language instruction.

Alternate years; offered 1963-1964.

452. Directed Readings in French Literature. (3)

The student will do intensive reading and study in one area of French literature. Designed to give the student training in a more thorough study of an author or restricted area of literature than is possible in courses of wider content. Admission is by permission of the instructor.

GERMAN

Professor Weiant.

101-102. Elementary German. (3-3)

Presentation of the basic structure of the language with its systems of inflections and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate German. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: German 101-102.

301, 302. Study of German Literature. (3, 3)

Introduction to German literature through wide and extensive reading of important works in German; the second part of the study will devote more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: German 201-202 or its equivalent; German 301 for 302.

RUSSIAN

Professor Weiant.

Concentration, Russian Studies: Russian 101-102, 201-202, 301, 302; History 317 and 318; Composition 321 or 322; Literature 312 or 313 (when subject matter deals with Russian Literature); and nine hours of study above the 300 level, as approved by the major advisor, in departments where the student has developed important collateral interests.

101-102. Elementary Russian. (3-3)

Presentation of the basic structures of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate Russian. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Russian 101-102 or equivalent.

301. Study of Russian and Soviet Literature. (3)

Selected readings in Russian prose fiction, drama and poetry from Pushkin to Pasternak. Most of class work will be conducted in Russian.

302. Conversational Russian. (3)

Practical training in speaking Russian, with content emphasis on contemporary Soviet life.

SPANISH

Assistant Professor Kirby.

Concentration: Thirty semester hours of Spanish or related courses, as approved by the major advisor, of which at least 18 semester hours are to be from Spanish courses numbered 300 and above. Admission to any course numbered above 200 must be approved by the major advisor.

101-102. Elementary Spanish. (3-3)

Presentation of the basic structure of the language with its systems of inflection and patterns of usage in both written and spoken forms.

Three hours class, two hours laboratory a week.

201-202. Intermediate Spanish. (3-3)

Review of the basic structure of the language coupled with the presentation of the finer points of grammar, syntax, and idiom; continuation of training in pronunciation and perception of the spoken language; readings in literature and area study materials.

Prerequisite: Spanish 101-102 or equivalent.

301, 302. Study of Hispanic Literature. (3, 3)

Introduction to Spanish and Spanish American literatures through wide and extensive reading of important works in Spanish; the second part of the study will give more concentrated attention to a few very significant works which may be selected by topic, period, author, or form.

Prerequisite: Spanish 201-202 or its equivalent; Spanish 301 for 302.

321, 322. Spanish Conversation. (3, 3)

Spanish linguistics with advanced training in speaking, in conversation, making reports, and comprehension. The content emphasis is on Latin American area study with practice conversations based on daily life situations.

One regular classroom period each week will be conducted in the language laboratory.

Prerequisite: Spanish 201-202 or equivalent; Spanish 321 for 322.

402. Contemporary Spanish Literature. (3)

Literature and ideas of 20th century Spain, from the "Generation of 1898" to the present.

Prerequisite: Spanish 301, 302.

421. Spanish Literature of the Golden Age. (3)

Literary background of the Golden Age; reading of representative masterpieces in the short novel and the drama, with emphasis on Cervantes and Lope de Vega.

Prerequisite: Spanish 301, 302.

431, 432. Readings in Spanish American Literature. (3, 3)

Chronological development of Spanish American literature; readings which reflect the history, the culture, and the social and literary trends of the nations concerned.

GEOGRAPHY

201. Principles of Geography. (3)

This course deals with geographic factors that relate human adjustment to natural environment.

202. Economic and Regional Geography. (3)

This course is concerned with the distribution of the world's basic resources, their utilization, and their influence upon the mode of life of peoples of different regions.

Note: When students intend to take both courses 201 and 202, they are advised to take 201 first.

HISTORY AND POLITICAL SCIENCE

Professor Preyer; Professor Salley; Assistant Professor Henderson; Assistant Professor Looney.

Concentration: History 101-102 and at least 24 semester hours in other history courses. Up to six hours in political science courses may count toward a history major. Students interested in political science should consider the Washington Semester program described on page 28.

101-102. History of Civilization. (3-3)

The chief purpose of this course is to provide students with the historical background for a comprehensive view of their own social order.

203. The United States to 1865. (3)

The rise of an American tradition, the establishment of a nation in a war-torn world, the development of the economy, expansion, sectional controversy, and the American tragedy.

204. The United States Since 1865. (3)

Reconstruction; the passing of the frontier; the nationalizing of business; the Populist and Progressive movements; war and normalcy; the great depression and the New Deal; the end of isolation and life in the Cold War era.

302. Problems in English History. (3)

English history from the Norman conquest to the present with emphasis on selected topics such as the English Reformation, constitutional developments, overseas expansion, and the decline of power in the 20th century.

Prerequisite: History 101-102.

304. History of the Far East. (3)

A study of the civilizations of the Oriental peoples, the importance of the Far East in the modern world, and the relationships between the Oriental nations and the Western World.

Prerequisite: History 101-102.

Alternate years; offered 1963-1964.

306. Medieval History. (3)

The political confusion after the destruction of the Roman Empire, feudalism, the church, the onslaught of Islam, and social and economic institutions to the Renaissance.

Prerequisite: History 101-102.

307. Latin American History. (3)

A study of the historical background of Latin American institutions with emphasis upon 20th century developments and problems.

Prerequisite: History 101-102.

Alternate years; offered 1964-1965.

317. History of Russia. (3)

The background to Czarist Russia, the emergence of Russia as a world power, the Revolution, and the expansion of Communism.

Prerequisite: History 101-102.

318. History of the Union of Soviet Socialist Republics. (3)

A detailed study of the USSR and its role in world affairs with particular emphasis on the organization and activities of the Communist Party, development of Soviet economic and governmental institutions, and the composition of Soviet society.

403. Europe Since the First World War. (3)

The Treaty of Versailles, Europe in revolution, the Second World War and its aftermath.

Prerequisite: History 101-102.

Alternate years; offered 1964-1965.

405. Main Currents in Southern History. (3)

The concept of "The South"; settlement and racial mixture; the 18th century Tobacco and Rice South; the 19th century Cotton South; war and reconstruction; economic and social trends in the New South; Southern politics; the Negro; the South and the nation today.

Prerequisite: History 203, 204.

406. The United States in the Twentieth Century. (3)

The Twenties, depression and recovery, the problems of domestic and international responsibility in contemporary American society.

Prerequisite: History 204.

Political Science.

201. American Government. (3)

A study of the structure, functions, and political processes of government on the local, state, and national levels.

401. Comparative Government. (3)

A comparative study of the structure and political problems of present-day governments.

402. International Relations. (3)

Development of the modern state, sovereignty, imperialism, cause of war, internationalism, and problems of world peace.

HOME ECONOMICS

Assistant Professor Dunlap.

105. Clothing: Selection, Construction, and Management. (3)

Study in selection, quality and content of fabrics, up to date methods of construction, budgeting of funds used in purchase of clothing.

Two hours lecture, three hours laboratory a week.

106. Foods: Meal Planning and Service. (3)

Function of feeding the family, purchasing, preparing, serving nutritional meals; table appointments, types of service.

Two hours lecture, three hours laboratory a week.

208. Textiles: Related to Consumer Buying. (3)

Construction, content, quality, care, serviceability of textile fabrics as related to personal and household use.

209. Elementary Nutrition. (3)

Study of the nutrition requirements in relation to the needs of the human body.

309. Clothing: Design and Construction. (3)

Specific problems in relation to design and construction of clothing.

Two hours lecture, three hours laboratory a week.

400. Home Management. (3)

Aesthetic, economical, and utilitarian purposes of a home; study of home planning and furnishing, budgeting, use of equipment.

Non-resident; three hours lecture a week.

LITERATURE AND ENGLISH COMPOSITION

Professor Monroe; Associate Professor Albright; Associate Professor Chalmers; Associate Professor Lovell; Associate Professor Newman; Assistant Professor Hadley; Assistant Professor Miscally; Miss Frix.

Composition

101-102. English Writing and Reading. (3-3)

A course designed to help students learn to write clearly, effectively, and convincingly, and to read with comprehension and critical insight. The emphasis is mainly upon exposition.

305. An Introduction to Journalistic Writing. (3)

A study of newspaper methods and the techniques of news writing. Practical experience in reporting.

306. News Writing and Editing. (3)

A continuation of 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up.

Prerequisite: Composition 305.

307. Advanced Composition. (3)

A study of the principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

321. Studies in Language. (3)

A course intended to give the student a general view of language and some intensive work in one area of language study, such as the following: history of language, history of grammar, lexicography, language and culture, dialects and language variations, semantics, and language theory.

The class will be conducted as a seminar in which students will be expected to do independent study in a selected area and make reports to the class.

322. Studies in Linguistics. (3)

A study of the main tenets of structural linguistics, with some attention to the relation between linguistic theories and older theories about language.

Prerequisite: Composition 321 or permission of the instructor.

Literature

Concentration: At least six semester hours from Literature 203, 204, and 205; 421-422; and at least 18 additional semester hours from literature courses numbered 300 and above, as approved by the major advisor.

Prerequisite for all literature courses numbered 300 or above, for the class of 1965 and later: six semester hours from Literature 203, 204, 205; for the class of 1964: six semester hours from English or Comparative Literature courses numbered 200 or above, or six semester hours from Literature 203, 204, or 205.

201, 202. Masters of British Literature. (3, 3)

A study of representative works of the recognized masters of English poetry and prose, from the beginnings to the present day. In the first semester, from the Anglo-Saxon period through the 17th century; in the second semester, the 18th, 19th, and 20th centuries.

Elective courses; not credited toward a major in literature. Literature 201 is prerequisite to 202.

203. The Nature of Prose Fiction. (3)

A course designed to prepare students for perceptive reading of prose fiction by enabling them to see what it is as literature. The reading will consist mainly of selected short stories and novels. The majority of the stories and novels studied will be the works of recognized British and American authors.

Offered both semesters.

204. The Nature of Poetry. (3)

A course designed to prepare students for perceptive reading of poetry by enabling them to see what it is as literature. The reading will consist mainly of selected poetry chosen to illustrate important characteristics of poetry. The poetry studied will be almost exclusively the work of recognized British and American writers.

Offered both semesters.

205. The Nature of Drama. (3)

A course designed to prepare students for perceptive reading of drama by enabling them to see what it is as literature. The reading will consist mainly of selected plays chosen to illustrate important characteristics of drama.

Offered both semesters.

308. Literary Composition. (3)

Practice in writing and in criticism of the essay, short story, and poem, in view of a final piece of sustained, related work, for students with interest in and aptitude for composition.

Permission of the instructor required.

309. Studies in Literary Forms. (3)

Intensive explorations of the nature, and perhaps the evolutions, of a selected literary form. Examples of forms that might be treated are the novel, the sonnet, the ode, and the dramatic monologue.

A subtitle will be used to indicate the form to be studied each time the course is offered. May be taken more than once with different subtitles.

Fall 1963-1964: Lyric to 1700.

Spring 1963-1964: (a) Epic.

Spring 1963-1964: (b) Novel.

310. Studies in Literary Movements and Attitudes. (3)

Study of a group of literary works that can profitably be considered together as representative of a particular movement, point of view, or attitude—a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

A subtitle will be used to indicate the body of material to be studied each time the course is offered. May be taken more than once with different subtitle.

Fall 1963-1964: (a) Modern American Poetry.

Fall 1963-1964: (b) Naturalism.

311. Studies in Literature and History. (3)

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or closely related series of events in intellectual history upon subsequent literary works.

A subtitle will be used to indicate the subject to be dealt with each time the course is offered. May be taken more than once with different subtitle.

Spring 1963-1964: Rousseau and Romanticism.

312. Studies in Individual Authors. (3)

Consideration of a significant and coherent portion of the work of a single author.

A subtitle will be used to indicate the author used each time the course is offered. May be taken more than once with different subtitle.

Fall 1963-1964: Shakespeare.

Spring 1963-1964: Dante.

313. Studies in a National Literature. (3)

Consideration of some significant portion of the literature of one nation.

A subtitle will be used to indicate the particular nation considered each time the course is offered. May be taken more than once with different subtitle.

Fall 1963-1964: American Literature.

314. Comedy. (3)

A critical study of selected comedies, from Aristophanes to the present.

1963-1964.

315. Tragedy. (3)

A critical study of selected tragedies from Aeschylus to the present.

1964-1965.

316. Satire. (3)

A study of the nature of satiric writing in various forms and of the special demands that satiric works make upon a reader. The works of Swift, Dryden, and Pope will be central to the course.

1964-1965.

317. Literary Criticism. (3)

An approach—through readings of critical theory and through student practice on actual literary work—to a method of literary evaluation.

1964-1965.

318. Myth and Symbol in Literature. (3)

A study of the basis of literature in symbol and its relation to myth; some attention will also be given to the structure of implication inherent in literature.

1963-1964.

411. Readings on a Theme or Character Type. (3)

An intensive exploration of a group of works chosen because of their emphasis upon a particular problem, theme, or type of character.

A subtitle will be used to indicate the theme or character-type used each time the course is offered. May be taken more than once with different subtitle.

Spring 1963-1964: The Quest.

421-422. The Literature of England. (3-3)

A seminar course for seniors, in which each student will be expected to fill in gaps in her knowledge of British literature, come to understand the place of the major figures in the history of the literature, and develop some understanding of the trends and movements from Beowulf to the present.

450. Directed Study. (2, 3, or 4)

Open to advanced students by permission of the instructor.

MATHEMATICS

Professor Hoyle; Associate Professor Jenkins; Associate Professor Oates.

Concentration: Mathematics 102, 201, 202, 301, 302, 401, and 12 semester hours selected from Mathematics 204, 303, 304, 405, 406, and 450 as approved by the major advisor.

101. An Introduction to Mathematical Analysis I. (3)

Equations, inequalities, and graphs; algebraic, trigonometric, and exponential functions.

Designed especially for students who lack a satisfactory background in college algebra and trigonometry.

102. An Introduction to Mathematical Analysis II. (3)

A coordinate presentation of loci, using the calculus, the straight line, circle, parabola, ellipse, and hyperbola, together with an introduction to the calculus as applied to algebraic functions.

Prerequisite: Mathematics 101 or its equivalent.

103. Mathematics of Finance. (3)

A study of mathematical principles in modern business.

105. An Introduction to the Principles of Modern Mathematics. (3)

An elementary axiomatic development of the real number system; a study of the fundamental concepts which underlie the structure of numbers and the operations with numbers in arithmetic and algebra.

201, 202. Calculus I and II. (3, 3)

Differentiation and integration of algebraic and transcendental functions with applications.

Prerequisite: Mathematics 102 or its equivalent.

204. Plane and Solid Analytic Geometry. (3)

A continuation of topics in plane analytic geometry, followed by a presentation of curves and surfaces in space.

Prerequisite: Mathematics 102 or its equivalent.

Alternate years; offered 1964-1965.

301. Calculus III. (3)

A continuation of topics in the calculus including multiple integrals, series, expansion of functions, hyperbolic functions, and partial differentiation with applications.

Prerequisite: Mathematics 202.

302. Differential Equations. (3)

A presentation of the principal methods of solving ordinary and partial differential equations.

Prerequisite: Mathematics 301.

303. Advanced College Algebra. (3)

A second course in college algebra; a study of such topics as complex numbers, determinants, theory of equations, permutations and combinations, probability, mathematical induction, scales of notation, undetermined coefficients, series, partial fractions, indeterminate equations, and theory of numbers.

Prerequisite: Mathematics 202.

Alternate years; offered 1964-1965.

304. College Geometry. (3)

A study of plane and solid demonstrative geometry. This course is designed especially for students preparing to teach.

Alternate years; offered 1964-1965.

306. Statistical Methods. (3)

An elementary study of the statistical methods as applied to business and social sciences.

401. An Introduction to Modern Algebra. (3)

A presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics.

Prerequisite: Mathematics 202.

405, 406. Statistical Inference I and II. (3, 3)

A study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design.

Prerequisite: Mathematics 202.

Alternate years; offered 1963-1964.

450. Mathematics Seminar. (3)

A seminar course in advanced phases of mathematics.

Open to senior mathematics majors with permission of the instructor.

Prerequisite: Mathematics 302.

Offered when there is sufficient demand.

MUSIC

Professor Stegner; Professor Holliday; Professor Snyder; Associate Professor May; Associate Professor Morrison; Assistant Professor Drinkall; Assistant Professor Eagle; Assistant Professor Hermann; Assistant Professor Hargett; Assistant Professor Judkins; Mr. Lammers.

Concentration in Music under Bachelor of Arts Degree: Forty semester hours in music including Music 101-102, 111-112, 205, four years of ensemble work* and at least one semester hour of private training in applied music for

*See end of Music section for footnotes.

four semesters. At least 18 of the 40 hours shall be in courses numbered 300 and above. An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned.

The following courses are suggested for particular emphasis in the following fields:

1. Sacred Music: Music 306, 307, 315, 316, 317, 415, and three additional hours in applied music.
2. Applied Music: Music 306, 308, and nine additional hours in applied music. At the end of the sophomore year a qualifying examination will be given in the applied area.
3. History and Literature: Music 306, 307, 308, 310, 407, and three additional hours in applied music.
4. Theory: Music 306, 310, 409, 450 in the field of composition, and three additional hours in applied music.
5. Public School Music: Music 307, 308, 415, 416 and nine additional hours in applied music.** (Education 321-322 would be considered necessary, even though not included in the 40 hour concentration. Other professional and music requirements for the teaching certificate should be discussed with the advisor.)

The Bachelor of Music Degree: An audition is required at the beginning of the freshman year to determine the level of proficiency and the instructor with whom the student should be assigned. Also required are Music 101-102, 111-112, 205, 206, four years of ensemble work*, and the following:

1. In Applied Music. Forty-five additional hours in music apportioned as follows: 16 hours in a chosen instrument, half-recital in junior year, Music 400, two to four hours in history and literature, and nine to 15 additional hours in theory. At the end of the sophomore year a qualifying examination will be given in the applied area.
2. In General Music Education. Education 302, 321-322, 341, 342, 442, Psychology 207, and 25 additional hours in music apportioned as follows: six hours in piano, six hours in voice, six to seven additional hours of applied music**, six to 12 additional hours of theory, and three additional hours of history and literature.
3. In Instrumental Music Education. Education 302, 321-322, 341, 342, 442, Psychology 207, 21 hours of applied music** (six to 12 hours in a major instrument and nine to 15 hours in two minor instruments), and six to 12 additional hours of theory.

100. Introduction to Music. (3)

A course designed to equip the student for intelligent music listening.

Closed to music majors; elective for all other students.

*See end of Music section for footnotes.
**See end of Music section for footnotes.

101-102. Theory of Music. (3-3)

Introduction to the elements of music; exercises in sightsinging, rhythmic, harmonic, and melodic dictation; written and keyboard harmony.

Three hours class, one laboratory period.

111-112. Introduction to the History and Literature of Music. (3-3)

A basic course for the music student emphasizing the broad aspects of music in Western civilization from approximately 500 B. C. to the present.

205, 206. Advanced Theory of Music. (3, 3)

Melodic, rhythmic, and harmonic dictation; sightsinging in the various clefs; written and keyboard harmony.

Three hours class, one laboratory period.

230. Music Methods for Elementary Teachers. (3)

A study of theory, ear training, sightsinging, and methods of teaching music in elementary schools. Designed for students desiring the elementary teacher certificate.

Closed to music majors; elective for all other students.

Prerequisite: Music 100 or permission of instructor.

307. Music Literature from 1450 to 1750. (3)

A study of the choral and instrumental literature of the Ars Nova to the Monodic Revolution, followed by a study of the rise of opera, oratorio, orchestral and keyboard music, etc., during the Baroque Era.

308. Music Literature from 1750 to 1900. (3)

A study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven. That study will be followed by the examination of the progression of the romantic element in the music of the 19th century.

310. Form and Analysis. (3)

A study of basic musical forms through stylistic and critical analysis of various musical compositions.

315. Music Literature for the Congregation and the Choir. (3)

Examination of hymns, anthems, motets, responses, service settings, and choral music from all periods with particular reference to use in Christian worship. Emphasis will be directed toward preparing a strong program for those who expect to be engaged in any phase of church music.

Open to all students.

316. Christian Liturgies and Their Music. (3)

A course to acquaint the student with the liturgical heritage of the Christian church. Attention will be given to the historical development of liturgical practices and music in their relation to Protestant worship and usage.

Open to all students.

317. The Organ in the Church Service. (3)

A comprehensive study of playing the organ for the various services of the church with instruction in hymn playing, anthem playing, modulation, improvisation, and appropriate service music to be used during the church year.

Open to all students.

400. Senior Recital. (1)

The preparation and performance of a full public solo recital in the major instrument.

407. Music Literature of the Twentieth Century. (3)

Analysis of 20th century composing techniques as found in the compositions of Schoenberg, Hindemith, Stravinsky, etc.

409. Orchestration. (3)

A study of modern orchestral instruments, with practice in instrumental scoring.

411. Piano Pedagogy. (3)

Analysis of fundamental requirements and examination of available material for students in all age groups from pre-school through college. Discussions of such problems as common deficiencies, practicing, recitals, studio management, interpretation, style, and memorizing.

Alternate years; offered 1964-1965.

415. Choral Conducting. (3)

A discipline of basic conducting techniques applied to the specific task of producing music with a choir.

416. Instrumental Conducting. (3)

A course in orchestral conducting technique and score reading.

450. Advanced Studies in Music. (3)

Students, approved by the music faculty, having displayed unusual interest and scholarship in some specific phase of music, may pursue this interest under the guidance of an appointed faculty member.

151, 152; 251, 252; 351, 352; 451, 452. APPLIED MUSIC FOR NON-MUSIC MAJORS. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least five hours practice each week is required. See fee schedule page 74.

153, 154; 253, 254; 353, 354; 453, 454. APPLIED MUSIC FOR NON-MUSIC MAJORS. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least nine hours practice each week is required. See fee schedule page 74.

161, 162; 261, 262; 361, 362; 461, 462. APPLIED MUSIC FOR MUSIC MAJORS. (1, 1)

One half-hour private lesson each week in organ, piano, strings, or voice. At least six hours practice each week is required. See fee schedule page 74.

163, 164; 263, 264; 363, 364; 463, 464. APPLIED MUSIC FOR MUSIC MAJORS. (2, 2)

Two half-hour private lessons each week in organ, piano, strings, or voice. At least twelve hours practice each week is required. See fee schedule page 74.

CHOIR. (1 A.H. or 1 S.H.)*

Admission by audition only. Repertoire includes a cappella works from the 15th century through the contemporary period.

INSTRUMENTAL ENSEMBLE. (1 A.H. or 1 S.H.)*

Work in chamber groups: accompanying, sonatas, trios, quartets, beginning orchestra and/or Queens Chamber orchestra. By audition only.

CHORUS. (1 A.H. or 1 S.H.)*

This choral organization is for singers of average ability who wish to experience the pleasure of group participation.

PIANO CLASS. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of piano playing. Elective for students with no previous training.

STRING CLASS. (1 A.H.)

Two weekly sessions of one hour, in which classes of several students each are instructed in the beginning phases of string playing.

*One Activity Hour or one semester hour is gained each semester, but registration must be for an entire year. Semester hours thus gained may not be counted towards the 40 hour music concentration or the 120 hours required for graduation under the A. B. program.

**Choir may be substituted for three hours of voice credit if taken for at least three semesters. Chorus may be substituted for two hours of voice credit if taken for at least three semesters. Instrumental ensemble may be substituted for two hours of applied music credit in the instrument played if taken for at least three semesters.

NURSING EDUCATION

Miss White.

401. Ward Teaching and Supervision. (3 or 6)

A study of the theory and practice of ward teaching and supervision as applied to situations within a nursing school. Students may enroll for theory without the practice.

Three hours lecture, nine hours laboratory a week. Three semester hours credit for lectures without laboratory.

PHILOSOPHY

Associate Professor Beidler.

Concentration: Philosophy 101, 102, 203 or 204, 301, 302, 303, and six hours from other philosophy courses. In addition six hours of pertinent course work from other departments is to be chosen by the student in consultation with the major advisor.

101. Reflective Thinking. (3)

An inquiry into the methods of structured thinking based on the foundations of logic. This includes a study of perception, communication, types and uses of language, and in addition an elementary study of the scientific method. This course is designed to help beginning students acquire more adequate methods of study and of creative thinking.

102. Readings in Philosophy. (3)

An organized discussion of the writings of the great philosophers. This will include the works of Plato, Aristotle, Descartes, Hume, and selected modern and oriental philosophers. The emphasis is upon critical and sympathetic reading to assist the student to develop her "own philosophy."

203. Systems of Philosophy. (3)

An introduction to philosophy through a study of the perennial problems of philosophy and the various systems of philosophy that have tried to answer these questions. The purpose of this course is twofold. The first goal is to introduce the student to the literature and modern modes of thought in philosophy; secondly, as a result of this systematic study, the student is led to appreciate some of the problems modern man faces and to seek for some of the possible solutions to his own questions.

204. Philosophy of Religion. (3)

A constructive and sympathetic investigation into the bases for the major religious issues. It is the intent of this course to lead the student to a carefully reasoned understanding of such basic religious beliefs as the nature of man, good and evil, free will and determinism, immortality, and the nature of God. In this study the student is introduced to philosophy through religion.

301. History of Western Philosophy:
Part I. Ancient and Early Medieval. (3)

The problems of philosophy are treated historically with a focus on the great ideas that have shaped the course of Western thought. The development of these ideas in the writings of some of the great philosophers is traced. The first part of the course treats the history of ideas from their beginnings in the Pre-Socratics and carries their development up to the late medieval movements towards humanism.

302. History of Western Philosophy:
Part II. Late Medieval and Modern. (3)

A continuation of 301, this course begins with Peter Abelard and includes the ideas that have shaped the modern cultures up to the 19th century.

Prerequisite: Philosophy 301.

303. Oriental Philosophy. (3)

A survey of Asian cultures and the systems of thought that have had lasting impression on the Orient, with intensive study of some of the major ideas that have influenced the development of Oriental religions and philosophy. Major emphasis will be put on the development of Hinduism and its legacy to Buddhism. To some extent the growth of Buddhism throughout Asia will be traced. Confucianism and Taoism will be considered as they both relate to the development of Chinese and Japanese thought.

[Religion 304. Religions of the Near East and West. (3)

Historical and contemporary study of Judaism, Islam, Communism, and Western humanisms. The situation of the Christian faith in the midst of a religiously pluralistic world is also examined.

This course combined with Philosophy 303 provides a year's study of world religions.]

403. Special Studies in Philosophy. (3)

A one semester study of a topic of special interest in philosophy treated as readings and/or seminar. Following are some of the topics which might be of particular interest (others by arrangement with the instructor):

Symbolic Logic.

Ethics.

Contemporary Philosophy.

American Philosophy.

Indian Philosophy.

Note: Education 341, Literature 318, and other courses approved by consultation with the head of the philosophy department, Mathematics 401, Psychology 401, 403, and Sociology 449 may be credited towards the major in philosophy.

PHYSICAL EDUCATION

Mrs. Magher; Miss Woolen; Mrs. Green.

The department offers the following classes for one Activity Hour credit each:

PHYSICAL EDUCATION ACTIVITY I

Badminton
Basketball
Bowling—(Fee $13.00)
Conditioning Exercises
Deck Tennis
Swimming

PHYSICAL EDUCATION ACTIVITY II

Bowling—(Fee $13.00)
Dancing
Golf
Swimming
Tennis
Volleyball

The department offers classes for Activity Hour credit in the following areas:

Bowling—(Fee $13.00).

Dance—modern, folk, and social.

Dolphin Club—one activity hour credit will be assigned for a year's participation in the Dolphin Club; membership is based upon try-out.

Golf—(Fee, transportation to and from Carolina Golf Course).

Horseback Riding—(Fee $60.00).

Swimming—beginning, advanced beginners, intermediate, synchronized, senior life saving, water safety instructors.

Tennis—beginning and intermediate.

Classes in Senior Life Saving and Water Safety Instruction are open only to students who can present the requisite skill in swimming.

PHYSICS

Associate Professor Oates.

101, 102. GENERAL PHYSICS. (4, 4)

A beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics; applications and illustrations of the general principles.

Three hours lecture, three hours laboratory a week.

Prerequisite: Elementary algebra and plane geometry. Physics 101 prerequisite to Physics 102.

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Babb; Associate Professor Mullen; Associate Professor Norman.

CONCENTRATION: Psychology 201-202, 305, 306, 401, and at least 15 additional hours in the department, as approved by the major advisor. The following courses are recommended in addition to the major requirements: Biology 105; Mathematics 101.

PREREQUISITES: Psychology 201-202 is prerequisite to all courses in the department with the following exception: Psychology 201-Education 202 can be substituted as the prerequisite for Psychology 207. This exception would apply to persons working for teacher certification.

201-202. GENERAL PSYCHOLOGY. (3-3)

A survey of the general field of psychology with emphasis upon the methods and results of scientific investigation of human behavior. The first semester includes the study of experimental method, physiological bases of psychology, maturation, sensation, perception and attention, emotion, and learning. The second semester includes the study of motivation, individual differences, measurement, personality, social processes and attitudes. This sequence is for all persons electing psychology who are not working for teacher certification.

Three hours lecture and one hour laboratory a week.

201-ED. 202. GENERAL PSYCHOLOGY-EDUCATIONAL PSYCHOLOGY. (3-3)

A course designed for the student who is working for teacher certification. The first semester is identical to that of the Psychology 201-202 sequence. The second semester, Education 202, considers the same subject areas as does Psychology 202, as well as that of learning. Important in the study of these areas is the application of psychological principles to educational situations.

207. DEVELOPMENTAL PSYCHOLOGY. (3)

The study of childhood and adolescence, stressing factors associated with both normal and abnormal personality development. Representative cases are considered.

302. APPLIED PSYCHOLOGY. (3)

A survey of the principles of psychology which are applicable to the problems of business, industry, and the professions.

Offered only in the Department of Adult Education.

303. SOCIAL PSYCHOLOGY. (3)

A psychological approach to the processes of social interaction and group processes; consideration of the measurement of social attitudes and public opinion.

304. ABNORMAL PSYCHOLOGY. (3)

A study of behavior pathology as seen in normal, neurotic, and psychotic individuals. The approach is descriptive, with emphasis on case studies and methods of treatment.

305. Statistical Methods in Psychology. (3)

An elementary study of the statistical methods used in psychological research, including a consideration of both descriptive and inferential statistics.

306. Experimental Methods in Psychology. (3)

A study of the methods used in conducting psychological research. Principles, techniques, and apparatus appropriate to research are studied through a series of experiments.

Prerequisite: Psychology 305.

311. Psychological Tests. (3)

An introductory study of the major types of psychological tests and the principles of test evaluation.

401. Systems of Psychology. (3)

A study of the philosophical background of psychology, the emergence of psychology as a natural science, and the formulation of modern types of approach. Emphasis is placed on current systems of psychology.

402. Theory of Personality. (3)

A critical study of theories of personality and related research.

403. Seminar in Interpersonal and Intercultural Relations. (3)

An interdepartmental seminar concerned with exploring various images of man, as well as the personal and cultural interactions which have been predominant in man's behavior, both historically and in the contemporary world. The departments concerned are philosophy, psychology, and sociology.

Prerequisite: Junior or senior status in the majors of philosophy, psychology, or sociology, or permission of the instructors.

407. Learning Theory. (3)

A study of different theoretical approaches to problems of learning with emphasis upon experimental findings.

450. Independent Study. (3)

An opportunity for the student who shows serious interest and exceptional ability to work intensively in an area of psychology through reading and/or experimental research.

SECRETARIAL PRACTICE

Assistant Professor West.

101. Elementary Typewriting. (2)

Training to attain a minimum sustained writing speed of 35 words per minute; introduction to letter forms.

Two hours a week. May not be credited toward graduation.

102. Intermediate Typewriting. (2)

Building of typing speed to a minimum of 45 words per minute; accurate production of business forms and statistical tables.

Two hours a week. May not be credited toward graduation.

Prerequisite: Secretarial Practice 101 or its equivalent.

111. Elementary Shorthand. (3)

Development of a comprehensive reading and writing knowledge of Gregg shorthand.

112. Intermediate Shorthand. (3)

Continuation of Secretarial Practice 111 with building of shorthand vocabulary of business terms and development of a minimum sustained note-taking speed of 80 words per minute on new dictation material with 95 per cent accuracy in transcription.

Prerequisite: Secretarial Practice 111 or its equivalent.

221. Advanced Shorthand and Transcription. (3)

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts.

Prerequisite: Secretarial Practice 112 or its equivalent.

234. Secretarial Practice and Office Management. (3)

Correlation of all phases of secretarial work, including specialized dictation and transcription, office management and procedures, uses of office equipment, and secretarial personality development.

Prerequisite: Secretarial Practice 112 or its equivalent.

SOCIOLOGY

Professor Pohlman; Miss Sessions.

Concentration: Sociology 203, either 204 or 100, 449, 450, and 21 hours to include at least nine additional hours in sociology and one or more courses in at least two of the following fields: economics (excluding 305), history, political science, and psychology, or in others as approved by the major advisor.

Prerequisites: For all sociology courses numbered 300 or above the general prerequisite is Sociology 203 or upper-class standing and permission of the instructor.

100. American Social Institutions. (3)

An introduction to the field of social science through a descriptive study of the major social "institutions" of American society. The approach is sociological, recognizing that human beings pursue collectively certain major goals held in common that relate to their basic needs and shared interests; that this collective activity produces extensive systems of organization such as economic, political, educational, and other social institutions; and that customary modes of thought and action tend to develop which become characteristic of a society.

203. Principles of Sociology. (3)

Concepts, terms, and principles used in analyzing social group structure and behavior: processes of interaction, units of social organization, culture, personality, social change.

204. Social Issues and Problems. (3)

Problems related to changing contemporary society and the disputed issues involved, such as those associated with urbanization, institutional functions, individual liberty.

302. The Family in Society. (3)

The contemporary family in the United States, viewed as a social group within the larger society; considerations in the selection of a marriage companion, personal goals in marriage, preparation for family life; supplementary surveys of marriage and family practices in past and alien cultures.

[303. Social Psychology. (3)

A psychological approach to the processes of social interaction; group processes; consideration of the measurement of social attitudes and public opinion.]

308. Racial and Ethnic Group Relations. (3)

Social and cultural aspects of racial and other minority group relations; special attention to Negro-White relations in the United States.

309. Introduction to Social Work. (3)

A pre-professional survey for those considering social work and for teachers, nurses, and religious workers interested in the philosophy and principles involved; exploration of various agencies and their functions.

Alternate years; offered 1964-1965.

313. Social Anthropology. (3)

Culture, its nature and variability; culture and personality; enculturation processes; case studies of alien peoples, with emphasis on primitive societies; applications of derived conclusions to contemporary culture contacts.

316. Women in Society. (3)

The social status of women and their roles in the cultures of societies in various parts of the world through history; the specific responsibilities and opportunities of women in contemporary society, requirements for their maximum personal and social fulfillment.

Alternate years; offered 1963-1964.

318. Crime and Delinquency. (3)

A sociocultural approach to the nature, detection, causes, treatment, and prevention of delinquency and crime.

449. Senior Seminar or Independent Study (Theory). (3)

The development and present status of sociological theory; advanced study for senior majors in sociology, with emphasis on the student's independent work under the professor's guidance.

450. Senior Seminar or Independent Study (Research). (3)

Methods and goals of sociological research designed to acquaint the student with the possibilities and limitations of various types: readings and projects in special areas of interest.

Prerequisite: A course in basic statistics.

SPEECH

Assistant Professor Hadley.

100. Introduction to Theatre Arts. (3)

A survey of the multiple arts of the theatre from the Greek period to the present time with special emphasis on developing an appreciation of the drama through an analysis of the playscript and a consideration of its stage presentation through continually evolving methods of acting, directing, lighting, scene design, makeup, and costuming.

103. Fundamentals of Speech. (3)

An initial concentration upon the development of a pleasing and efficient voice through training in phonetics, diction, and projection followed by practical application of vocal principles through group discussion and the delivery of speeches for all occasions. Emphasis is also placed upon improving ability in listening analytically as well as creating skill in thinking, writing, and speaking in public with proper poise, logic, and confidence.

201. Oral Interpretation. (3)

A course designed to develop ability in analysis and appraisal of literature with concentration upon the development of skill in oral interpretation so as to communicate with maximum effectiveness. A study is made of proper vocal and platform techniques with emphasis on voice quality, projection, animation, and poise.

321. Play Production for Church and School. (3)

A study of such production procedures as directing, set designing, costuming, lighting, and makeup on the church and lower school levels. Special attention is given to play selection and proper use of minimum equipment.

400. Individual Projects in Speech. (3)

A course providing the opportunity for advanced work in such fields as debate, parliamentary procedure, oral interpretation, speech therapy, group discussion, and public speaking. Open to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs and interests.

402. Individual Projects in Dramatics. (3)

A course providing the opportunity for advanced work in such fields as acting, playwriting, theatre design, directing, costuming, makeup, radio, and television. Open only to those students who have successfully completed all other courses related to their special interest and who desire still more concentrated work. Requirements set and research directed by the instructor with emphasis on individual needs.

Expenses

General Fees

All fees stated are effective July 1, 1964.

An application fee of $10 is required of all new students. It is not refundable.

Upon entrance all fees for the year are charged against a student's account. A student entering at the beginning of the second semester will have fees for that semester charged against her account. Payments must be made for the full year or arrangements made with the treasurer to pay the account according to a deferred payment schedule.

The general fee for a regular full-time student for both semesters of the scholastic year is:

Resident Students	$2,150.00
Commuting Students	900.00
Part-time Students, per semester hour	30.00

The general fee includes tuition and infirmary and other services; and for resident students includes room and board. In addition there are several fees as stated in the course descriptions, and the student activity fee of $50 which is assessed by the Student Government Association. These fees are collected by the college at the time of registration.

The Board of Trustees reserves the right to make necessary adjustments in the schedule of charges at any time.

The college offers the following deferred payment schedule:

	Resident Student	Commuting Student
New students: By May 1 } Not Returning students: On or before June 15 } Refundable	$ 100.00	$ 35.00
On entrance in September	700.00	370.00
Also on entrance in September, Student Activity Fee	50.00	50.00
On November 10	450.00	165.00
On January 10	450.00	165.00
On March 10	450.00	165.00

All payments must be made directly to the treasurer. Checks should be made payable to Queens College.

Communications concerning all business transactions should be addressed to the treasurer.

WITHDRAWALS

Students who withdraw from the college during the year on their own initiative and with the approval of the dean of the college will be charged for the full semester during which the student withdraws.

SUSPENSIONS

Any student suspended by the college for reasons other than academic regulations is responsible for the payment of fees for the full year.

Information Concerning Expenses

BOOKS AND MISCELLANEOUS EXPENSES

The cost of books and supplies will vary with the courses taken, but the average expense is about $50. Such an amount should be on hand upon entrance. The expenses outside of college, such as travel, clothing, amusement, and incidentals, vary according to the individual student. If a student wishes to become a member of a sorority, either social or honorary, there are additional costs for initiation, dues, and special assessments.

STUDENT BANK

A student bank is operated by the business office for the convenience of students. The college urges that the students use the college banking facilities. The student bank is open Monday through Friday from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m.

INFIRMARY

Although no medical fee is charged, the college maintains an infirmary where three graduate nurses are on duty. The college physician holds regular clinics twice a week without cost to student and is called at any time if it seems advisable after the student has been admitted to the infirmary. His fee for special visits and consultations outside of clinic hours and the cost of special medicines are paid by the student. If the physician recommends removal to a hospital, all expenses are paid by the student.

LAUNDRY

Laundry is not included in the above charges. The college offers facilities for handling this item efficiently and economically at the expense of the student. *NOTE: The college exercises every precaution to protect the property of students but will not be responsible for any loss which may occur.*

FEES FOR PART-TIME STUDENTS

A student registered for 11 semester hours or less (including an activity as the equivalent of one semester hour) is classed as a part-time student and will be charged at the rate of $30 per semester hour plus the $50 student activity fee. Part-time students carrying six semester hours or less will not be charged the student activity fee.

Special Fees

Such expenses as other special fees will be charged according to the schedule applying to all students.

APPLIED MUSIC FOR FULL-TIME COLLEGE STUDENTS

Regardless of the number of private music lessons taken each week throughout a semester in any number of instruments the total fee is	$ 37.50
Use of practice studio (including piano) for scheduled daily practice throughout a semester	5.00
Use of a school instrument (violin, viola, flute, etc.) for practice throughout a semester, activity hour participants excepted	5.00
Use of organs for scheduled daily practice throughout a semester	10.00

APPLIED MUSIC FOR PART-TIME COLLEGE AND NON-COLLEGE STUDENTS

One half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Each additional half-hour lesson each week throughout a semester in piano, organ, strings, or voice	50.00
Use of practice studio (including piano) for scheduled daily practice, per semester	10.00
Use of school instrument (violin, viola, flute, etc.) for practice, per semester	10.00
Use of organs for scheduled daily practice, per semester	20.00

OTHER SPECIAL FEES

EDUCATION 442, 444	
Student teaching	40.00
DIPLOMA FEE, including diploma and rental of cap, gown, and hood	12.00
LATE REGISTRATION FEE	5.00
TRANSCRIPT FEE (for each one after first one)	1.00
TUITION, per semester hour in excess of 17 semester hours not including applied music and activity hours	30.00

In lieu of a contingent fee, the college reserves the right to assess a student for any unnecessary damage to property.

Regulations Regarding Payment of Fees

All fees are charged for the academic year at the time of registration and in case of a student's registering for one semester only the semester fees would be charged.

No discount or scholarship award may be applied against the $100 initial payment.

Upon signing the application for admission, the parent or guardian (or the applicant if not a dependent) accepts as binding and contractual all fees and regulations set forth in the catalogue.

A student will not be permitted to attend classes or to take a final examination until satisfactory arrangements have been made to meet all financial obligations.

A diploma, certificate, or transcript of record will not be granted until the student's account is paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

Financial Aid

Financial assistance is available at Queens College to enable students of ability to meet their financial needs. However, students with no financial need are eligible for some scholarships.

Students may receive three types of financial assistance at Queens: scholarships, loans, and tuition reductions. Scholarships are available to freshmen and upperclassmen and are based on financial need and academic merit. Those students who do not wish to apply for scholarships, or who may not qualify, may apply for student loans. Tuition reductions of $350 are granted, upon application, to students who are daughters of ministers who are members of the presbyteries in the synods of North Carolina and South Carolina.

In order to qualify for any type of financial assistance, the student must first be approved for admission to the college as a full-time degree candidate.

Scholarships

Scholarships vary in amount depending upon financial need, and all recipients perform some service to the college. Experience has proved that this is an important factor in the education of the student and gives her a sense of responsibility, self-reliance, and independence. Assignments for college service of from four to 12 hours a week are made in proportion to the amount of the award.

In making awards the Scholarship Committee considers:

The student's interest in attending college.
Academic ability.
Personality and character.
Financial need.

Scholarships are of two kinds:

I. College Scholarships (open to both freshmen and upperclassmen).

II. Honors Scholarships
Queens Scholarships (open to entering freshmen).
Dana Scholarships (open to upperclassmen).

COLLEGE SCHOLARSHIPS

College scholarships are available primarily to provide financial assistance to able and worthy students with good academic ability and personal qualities.

Grants of from $200 to $900 are awarded, depending upon the student's need as indicated, in part, by the Parents' Confidential Statement to the College Scholarship Service: resident students, $200 to $900; commuting students, $200 to $500.

Students whose demonstrated need exceeds the amount of the scholarship grant may apply for loans.

To apply for a college scholarship the applicant must first qualify as a full-time degree candidate at the college. To provide evidence of financial need the entering student submits a Queens College Scholarship application form to the Admissions Office and a Parents' Confidential Statement to the College Scholarship Service. These forms should be filed not later than March 15 of the year of expected entrance. The Queens Scholarship application form may be obtained from the Admissions Office at the college. The Parents' Confidential Statement may be obtained from the college admissions office, the applicant's high school counselor, or the College Scholarship Service.

The Scholarship Committee, in making an award, will review all of the student's credentials: the high school record, standardized test scores, personal recommendations, the Queens College Scholarship application, and the College Scholarship Service's evaluation of the Parents' Confidential Statement. All awards are made on an annual basis. Renewal of a scholarship is not automatic; the recipient must maintain a satisfactory academic average and remain in good standing at the college. The amount of subsequent awards is based on an analysis of the Parents' Confidential Statement submitted with the scholarship application.

A Queens student may apply for the renewal of a college scholarship grant or she may initiate a request for scholarship consideration. Awards are based upon academic achievement and financial need. The student must file the Queens Scholarship application and the Parents' Confidential Statement with the dean of the college before February 15. These forms may be obtained from the office of the dean of the college.

Married students are not eligible for scholarships.

HONORS SCHOLARSHIPS

Queens and Dana Scholarships are designed to honor truly outstanding students. It is the intention of the faculty and administration to recognize the potential of these students and to assign to them special honor and special responsibility commensurate with their ability. The scholars are expected to live up to their talents, and the college obligates itself to do all in its power to help these students explore the full range of their potentialities.

Queens Scholarships are awarded for the freshman year; Dana Scholarships are awarded for the sophomore, junior, and senior years.

There are special seminars for Queens and Dana Scholars. These seminars serve several purposes. They guarantee that each of the scholars will have the stimulation of at least one class composed solely of students of similar ability. Secondly, they are planned with the knowledge that superior students usually enter college with skills well developed, in communication for example; hence, the seminars will give the students opportunities to work at advanced levels and in individualized ways. One main task of the seminars—especially in the freshman year—is to help students develop methods of critical and imaginative analysis which will help them become self-directing. Finally, the faculty members are aware that the seminars may prove to be means for discovering educational methods which could be applied with value to the entire curriculum.

For one or more of her years as a Dana Scholar a student may, by her own request or on the advice of the Honors Committee, follow a project of independent investigation. She selects a topic of significance and personal interest, arranges with a faculty member whose academic specialty is appropriate to the project to direct her study, and—on the approval of the committee—pursues her study through the year. In a scholarly paper she reports the results of her study which are evaluated by the committee in consultation with her project advisor. The educational experience in the successful pursuit of such a project is itself an enduring reward for the competent and enterprising student. For selected seniors, the independent study project may be expanded to become an Honors project.

Holders of Queens and Dana Scholarships normally function as Scholar Assistants. This role and the relationships it entails are among the most important aspects of the scholarship program. This role is a means through which the scholar is enabled to render some regular return of service to the college, in amount of five hours per week. In no case would such service constitute earning the whole grant although one main reason for having the service provision is to give scholars an opportunity to share in providing for their own education. Every effort will be made to assign Queens and Dana Scholars as assistants to faculty in fields of their interest and to help them perform duties of direct academic import. For Scholars awarded a token financial grant, the service as Scholar Assistant is on a voluntary basis.

Queens Scholarships

Approximately 15 of the most outstanding applicants for first-year admission to the college are chosen for this program and are designated Queens Scholars. They are selected by a faculty committee on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a special seminar, taken in lieu of English composition, designed to help the student develop her capacity for scholarship in general college work.

Entering students who have excellent high school records, superior abilities, and outstanding character qualifications may become candidates for Queens Scholarships. Those students in need of financial assistance must submit the Queens Scholarship application form to the Admissions Office and the Parents' Confidential Statement to the College Scholarship Service. Awards of from $100 to $1,450 are made, according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Outstanding students who do not need financial assistance are encouraged to apply. Token grants of $100 are made to those students selected who do not have financial need.

Each Queens Scholar will normally serve five hours a week as Scholar Assistant to a faculty member. The appointment will generally be made in the field of the student's interest.

Students whose demonstrated need exceeds $1,450 will be eligible for loans.

Dana Scholarships

Appointment as a Dana Scholar carries the recognition of superior achievement at the college level, as evidenced by a high cumulative quality point aver-

age and faculty evaluation of the student's performance. Personal qualifications and contributions to the life of the college community are also considered. Approximately 45 Dana Scholars are appointed by a faculty committee annually with 15 from each of the three upperclasses.

Dana Scholars either participate in a seminar or complete an approved project of independent study each year. Each seminar is directed by a faculty member, with visiting specialists invited to collaborate. The sophomore and junior seminars are in special subject matter fields—often of an interdisciplinary character —with topics to suit the particular needs of the group involved. The senior seminar is concerned with the philosophy of the liberal arts. Seminars carry three semester hours credit each semester.

Each Dana Scholar normally serves as Scholar Assistant to a faculty member five hours a week. Service is similar to that of Queens Scholars but adapted to the increasing maturity and interest of the individual scholar.

Dana Scholars receive financial grants of from $100 to $1,450 according to need as indicated, in part, through the Parents' Confidential Statement of the College Scholarship Service. Students having no financial need are eligible for appointment as Dana Scholars and receive the token minimal grant of $100 and participate in all phases of the program.

Students whose demonstrated need exceeds $1,450 are eligible for loans.

If the Dana Scholar maintains at least the minimal standards for participation in the program, it is expected that she will reapply for each subsequent year and will receive preferential consideration when the committee makes its selections.

Endowed Scholarships

One of the distinguishing features of the Queens College scholarship program is that effort is made to help establish relationships between donors and recipients of scholarships. Here as in all other aspects of the college, it is assumed that education is a matter of personal encounter; and it is considered highly desirable that the scholarship students have some acquaintance with those whose concern and generosity help them to attend college.

Therefore, it is the practice at Queens to give to a scholarship holder the name and address of the donor of her grant and to encourage her to correspond with that person. It is also the practice to inform the donors of the appointees' names and to keep them informed regarding the progress of these students. It is the experience of the officers of the college that both parties in this relationship benefit by it.

Mr. Charles A. Dana has created at Queens a major upper-class scholarship program which bears his name. The following endowed scholarships have also been established by friends of the college:

The Susan Abernethy Memorial
The Katherine Cramer Angell
The Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Mary Henry Belk Memorial
The Dr. Andrew Blair
The Elizabeth Blair Memorial
The Dorothy Brown
The Sara Doll Burgess
The Samuel C. and Wilhelmina C. Byrd
The Mr. and Mrs. Martin L. Cannon

The Sallie McAlister Carson
The Charlotte-Mecklenburg Alumnae
The Charlotte Observer
The Charlotte Panhellenic Congress
The Pattie Morris Cole
The Mr. and Mrs. J. H. Cutter
The Salene Hutchison Dalton
The Dalton-Hutchison
The Dorsett-Johnson
The Eloise Butt Dowd
The W. Carey Dowd, Jr.
The Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Mr. and Mrs. H. H. Everett
The Frazer Foundation
The Peter S. Gilchrist
The Jane Parks Grey
The Jane Rea Grey
The Lula Jane Grey
The W. M. and Kate Cleveland Hagood
The Minnie Olive Harry Memorial
The Betty Hutchinson
The C. E. Hutchison
The Susan Nye Hutchison
The Mr. and Mrs. J. B. Ivey
The Jerry Jernigan Memorial
The C. W. Johnston
The Emma Lilian Keigwin
The W. S. Lee Memorial
The Lethco Memorial
The Lily Long (Alumnae)
The Joe and Emily Lowe
The W. T. McCoy Memorial
The Emma Gold McPheeters
The Eddie Aydlett Minor
The Kathreen M. Minor
The W. T. Minor
The Charles E. Neisler Memorial
The Gertrude M. Norman
The Mr. and Mrs. J. M. Oldham
The Mr. and Mrs. David Ovens
The Laura Janette Quattlebaum
The Eloise Rankin
The Abbie Tuttle Robinson
The Mr. and Mrs. Frank O. Sherrill
The Mr. and Mrs. J. Luther Snyder
The Loma Squires
The Mr. and Mrs. R. L. Stowe
The W. Z. Stultz
The J. D. Swinson
The Ufford-Northrop

REGULATIONS GOVERNING SCHOLARSHIPS

All scholarships are awarded annually by a faculty committee after application has been made by the student for initial or renewal appointment. Although funds are not sufficient to assist all students who apply for aid, every effort will be made to assist as many as possible. All applicants each year should submit the regular Queens Scholarship Application form which may be secured from the director of admissions or the dean of the college. Those wishing to be considered for Queens or Dana Scholarships should so indicate at the top of that application form; a special application is not necessary.

Queens College is one of about 300 colleges which are members of the College Scholarship Service, a non-profit agency, the function of which is to help member colleges arrive at a more nearly equitable estimate of student need than would be possible otherwise.

The entering student who wishes to apply for a scholarship should send a Parents' Confidential Statement regarding financial condition to the College Scholarship Service, which will then compute an estimate of the family's means and send this to the college. These application forms may be secured from The College Scholarship Service, Box 176, Princeton, New Jersey; or Box 27896, Los Angeles 27, California; from the Admissions Office of Queens College; or from one's high school counselor or principal.

The new student should submit her scholarship application along with the application for admission—preferably not later than March 15. She should submit her Parents' Confidential Statement to the College Scholarship Service by March 5. Awards will be made after students have been accepted for admission.

The returning student should submit her application and her Parents' Confidential Statement of the College Scholarship Service by February 15 to the dean of the college (not to the College Scholarship Service itself).

A basic condition for appointment to any scholarship at Queens College is that the applicant shall have both ability and seriousness of purpose as evidenced by academic achievement. The condition for retaining a scholarship for the second semester of a year is that a student's academic achievement be commensurate with her ability, which will vary from student to student. The Scholarship Committee reserves the right to revoke an award if the academic work or conduct of the recipient is not satisfactory.

No resident student who holds a scholarship will be permitted to have the use of an automobile while in college. (Exceptions are not made for the period of practice teaching.)

If it is necessary for a student to withdraw during the year, the total grant is prorated to expenses incurred according to the regulations governing withdrawal.

Scholarships at Queens College will be awarded only to those students whose intention is to graduate from Queens, exception being made only when the recipient of a scholarship secures the permission of the dean of the college or the president.

Scholarship applications from transfer students will be considered only after action has been taken on scholarship applications of entering freshmen and returning upperclassmen.

After arrangements for the student's account have been made, any scholarship which is received by a student from sources other than Queens College may be deducted from the amount granted by the college, unless the college has been notified in advance of this additional scholarship.

REDUCTION OF TUITION: DAUGHTERS OF MINISTERS

A reduction of $350 in tuition is given a student whose father is a minister in a presbytery of the synods of North Carolina or South Carolina of the Presbyterian Church in the United States. The recipient must be classified as a full-time student. The reduction will be granted only on application to the dean of the college filed not later than 30 days prior to registration.

Loan Funds and Student Employment

Loans to students of Queens College to enable them to pay educational expenses are available from a number of funds, including the following:

The Albert Grady Harris
The Lily Long, U.D.C.
The Mackorell
The Panhellenic
The James T. Porter
The Queens College National Defense Student Loan Fund
The Signers Chapter of D.A.R.

The following are the principal conditions:

1. Loans will be available to those who are full-time college students who are in good standing and are capable of maintaining such standing. Students who have been regularly accepted for admission are eligible for loans to be received during their freshmen year.

2. Each applicant will be required to show financial need.

3. The college will give special consideration to the application of students who meet one or both of the following conditions:

   a. Are students with superior academic background who plan to teach in public elementary or secondary schools; or

   b. Are students with superior capacity or proficiency in the sciences, mathematics, or a modern foreign language.

4. Students may borrow up to $1,000 per year or a total of $5,000 during their undergraduate academic careers.

5. The amount of the loan will be paid to the student in installments during the school year.

6. Repayment of the loan normally will begin one year after the borrower stops being a full-time student and will take place in ten equal annual installments so that the total amount of the loan will have been repaid with interest by the conclusion of the eleventh year after the student leaves an institution of higher education. However, the student may repay the loan more rapidly than this schedule indicates if she is able; alternatively, in case of financial difficulty she may request the college to extend her repayment period or she may request an arrangment providing for graduated periodic installment payments.

7. Interest at the rate of 3% starts with the first payment; that is, the money will have been loaned without interest during the years of study and for one year thereafter.

8. If the borrower dies or is disabled before the debt is paid, the total liability will be canceled.

9. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to one-half of the loan (plus interest on that amount) will be forgiven, at the rate of 1/10 per year of teaching.

10. Forms for use in applying for a loan are to be secured from the Office of the Dean of the College, Queens College, Charlotte 7, North Carolina.

Students will occasionally have opportunity for employment at the college during the school year. Applications for such employment should be addressed to the business manager.

HARVEY
HALL

Student Activities

Student Organizations

STUDENT GOVERNMENT ASSOCIATION

Upon registration, each student automatically becomes a member of the Student Government Association which has set the following aims as the purpose of its existence: to encourage self-government; to promote constructive policies pertaining to scholastic and extracurricular activities; to stimulate the highest standards of honor in all matters of personal conduct; and to make and to enforce regulations which are in harmony with the college administration and which will encourage a progressive and cooperative student life.

The organization of student government is outlined in a constitution granted by the Board of Trustees of the college. Its regulations are printed in full in a special handbook sent new students before the opening of college each year.

QUEENS CHRISTIAN ASSOCIATION AND RELIGIOUS LIFE

This program includes every student. The cabinet of the Queens Christian Association, with a faculty committee, plans chapel and Religious Re-emphasis Week. The association also sponsors programs for Sunday evenings and services for special occasions and promotes community projects.

The college makes every effort to enrich the religious life of the students. While Queens College is a church-related college in the Presbyterian denomination, it welcomes students of all faiths, and care is taken not to interfere with the church preference of students. A chapel service is held each Monday and Friday.

SORORITIES

There are on the campus of Queens College six national social sororities: Alpha Delta Pi (Beta Iota Chapter), founded at Wesleyan College on May 15, 1851; Alpha Gamma Delta (Gamma Gamma Chapter), founded at Syracuse University in 1904; Chi Omega (Theta Gamma Chapter), founded at the University of Arkansas on April 5, 1895; Kappa Delta (Alpha Omicron Chapter), founded at Virginia State Normal on October 23, 1897; Phi Mu (Gamma Gamma Chapter), founded at Wesleyan College on March 4, 1852; and Alpha Chi Omega (Delta Eta Chapter), founded at DePauw University on October 15, 1885.

Only those students who are candidates for a degree at Queens College may be considered for membership in the national sororities.

ART CLUB

The purpose of the club is to develop among members of the student body a sensitivity to the fine arts.

BIOLOGY CLUB

This is an organization to develop greater interest in biological sciences and to inform students of the new developments and opportunities in the field. The club is affiliated with the North Carolina Collegiate Academy of Sciences.

CIRCULO ESPANOL—"ENTREMES"

The Spanish Club is open to all students who have succesfully completed one year of Spanish or its equivalent. The purpose of the club is to familiarize the members with the language, people, customs, and arts of the Spanish and Spanish-American countries. The meetings are conducted entirely in Spanish.

DOLPHIN CLUB

This group, composed of students skilled in swimming styles and synchronized swimming, plans and presents an annual water show. Membership is by try-out only.

QUEENS PLAYERS

Organized by and for the students to afford practical experience in the multiple arts of the theatre, Queens Players welcomes any member of the student body willing to participate actively in the efforts to provide stimulating entertainment in drama on the Queens College campus.

SCIENCE SEMINAR

This is a monthly faculty-student seminar sponsored by the chemistry, biology, physics, mathematics, and psychology departments. Individual research work is presented and discussed.

TENNIS CLUB

The Tennis Club provides the opportunity for students interested in tennis to play for recreation and in competition.

STUDENT PUBLICATIONS

The Coronet, the yearbook, is a factual and photographic record of Queens students and student activities.

Queens Current is a bulletin published by the Student Legislature. It is issued to the student body at the end of each week and contains the calendar of all campus activities and meetings for the following week as well as any other announcements which are of interest to all students, faculty, and administration.

The Student Handbook, a publication of the Student Government Association, describes in full the Student Government Association, its constitution, and regulations of the college and faculty.

Logos is a literary magazine which seeks to encourage good writing, helps to foster student opinion, and attempts to stimulate interest in current affairs.

Swatches, a publication of the Student Government Association, is a book of pictures of entering students. It is compiled during the summer prior to the opening of the college year and distributed during Orientation Week.

MUSIC

Queens College Choir

This is a group chosen in September by audition. The organization sings very frequently at chapel services, campus concerts, concerts in the city of Charlotte, and church services. Each spring the choir tours for one week in the South or East.

Queens Chamber Orchestra

This organization is designed to play orchestral works of small to intermediate size, such as Baroque concerti grossi, Haydn and Mozart symphonies, and contemporary works.

Queens College Chorus

This choral organization is open to all students in the college. Several campus appearances are made each year. The repertoire is chosen for singers of average ability who wish to experience the pleasure of group participation.

Recitals

Faculty recitals are presented as a part of the college music program. Junior and senior applied music majors give individual recitals as partial fulfillment of graduation requirements. Many non-majors in applied music appear on programs throughout the year.

Services and Regulations

Student Health Service

The health program at Queens College is under the supervision of a physician and the dean of students. Annual health reports to be filled out by the family physician are required of all students. An infirmary is maintained where three graduate nurses are on duty and where the college physician has regular consultation hours.

The purpose of the infirmary is to protect the health of all and to treat outpatients or bed patients who have minor illnesses. In the case of major illnesses or operations, arrangements are made with Charlotte hospitals by the college physician and the parents of the student. Infirmary bed patient service is provided for boarding students only. No medical fee is charged for infirmary services; but, if it is advisable that a physician be called on a case, the student pays his fee and the cost of special medicine.

Alcoholic Beverages

Queens College does not approve the use of alcoholic beverages. This judgment is expressed both in regulations and in the expectation that students will exercise self-discipline and mature judgment.

Students are prohibited from the possession or use of alcoholic beverages on the campus of the college, or at any function, or on any trip sponsored by the college or any of the organizations within the college.

Students are not permitted to return to the campus under the influence of alcoholic beverages.

During absences from the campus either by special permission concurred in by parents or during college holidays, students are expected to act so as not to embarrass themselves, their fellow students, their families, or the college.

These regulations and principles apply equally to resident and non-resident students.

Violations of these regulations and principles will be judged by the Resident Student Council or the Day Student Council. Violators will be subject to a penalty which may be suspension.

Students who are not in sympathy with these regulations and principles or students whose parents are not in sympathy with them should not apply for admission to Queens College.

Assignment of Rooms

Reservations of rooms by returning students will be made between April 9 and May 15 in the Office of the Dean of Students. An agreement signed by student and parents to make the initial payment due June 15 will be required before a reservation may be made.

Dormitory assignments and assignment of roommates will be mailed to freshmen late in August.

Student Activity Fee

The student activity fee is required of all except part-time students carrying six semester hours or less, with whom it is optional. Payment of this fee entitles the student to receive the college magazine, *logos*, and the yearbook, *The Coronet;* provides for membership in the Queens College Lecture Series; and finances the program of the Student Government Association.

Placement Service

Placement Service is operated by the Public Relations Office for students and alumnae. Cumulative records are kept for all persons registered. Biographical information, academic and professional qualifications, and personal recommendations are included in individual folders sent to prospective employers. The office maintains an active register of positions and employers, and students and alumnae are notified of positions available in their particular vocations. Because of the extensive and continuing use which graduates make of this office, it is most important that each senior complete material for a dossier before she leaves the campus.

Community Services

THE PROGRAM OF ADULT EDUCATION

The Department of Adult Education serves the educational needs of men and women of the Charlotte area. Here adults may enroll for the purpose of securing college credits which may be used for transfer in satisfaction of degree or certification requirements. Others may want college training for vocational advancement or for self-improvement.

Many credit courses offered in the Department of Adult Education are open to students who may wish to enroll on an audit or non-credit basis.

Special or non-credit courses are organized from time to time for vocational, professional, or cultural groups. All such courses are also open to other interested individuals.

SUMMER SESSION

The Queens Summer Session is limited to students living in Charlotte or within commuting distance of the campus. All courses offered are for college credit and are taught by regular members of the Queens faculty supplemented by visiting instructors.

The schedule of dates for the session is shown on the college calendar. A special summer school bulletin, listing course offerings, is published in March and may be obtained by writing the dean of the college.

NON-COLLEGE DIVISION OF THE DEPARTMENT OF MUSIC

This division performs one of the oldest community services that Queens offers to Charlotte and the surrounding areas. Instruction is offered to students of all ages — from the very young to the adult — in the following areas: organ, piano, strings, and voice. The recital hall, the Belk Memorial Moeller organ, the instruments belonging to the department, the extensive library of phonograph recordings, scores, music, and books, and other facilities of the department are all available to the non-college student.

Alumnae Association

All graduates and former students are organized in this association. The purpose of the association is to develop, strengthen, and utilize the bonds of affection between the college and its alumnae and among the alumnae themselves. At the present time three alumnae are members of the Board of Trustees.

The Alumnae Association is a member of the American Alumni Council, and the college is a member of the American Association of University Women.

ALUMNAE ASSOCIATION OFFICERS

President—Mrs. H. Bradford Hunter, Charlotte, N. C.
First Vice-President—Mrs. John C. Tiddy, Charlotte, N. C.
Second Vice-President—Mrs. P. Hunter Dalton, Jr., High Point, N. C.
Corresponding Secretary—Mrs. William R. Wallace, Jr., Shelby, N. C.
Recording Secretary—Mrs. Robert S. Brannan, Charlotte, N. C.
Treasurer—Mrs. R. A. Spaugh, Winston-Salem, N. C.
Past President—Mrs. Michael G. Myers, Charlotte, N. C.
Trustee Representatives: Mrs. W. H. Belk, Charlotte, N. C.
Mrs. Curtis B. Johnson, Charlotte, N. C.
Mrs. S. P. Stowe, Belmont, N. C.
Ex officio—Miss Gordon Freeman, Director of Alumnae Affairs

ALUMNAE ADMISSIONS REPRESENTATIVES

New England

Mrs. Hugh B. Dickey	Lynnfield, Massachusetts
25 Huckleberry Road	ED 4-5368

Middle Atlantic

Mrs. Barton Brown	Summit, New Jersey
8 Montrose Avenue	CR 3-3706

Northern Ohio

Mrs. W. M. Kirkpatrick, Jr.	Cleveland Heights, Ohio
1000 Nelaview Road	MU 1-8161

Southern Ohio

Mrs. L. Thomas Blackburn	Dayton, Ohio
501 Walnut Springs Road	AX 3-7840

South Central

Mrs. Robert Lynn	Memphis, Tennessee
1971 Mignon Avenue	BR 4-3342

Middle West

Mrs. William Witherspoon	St. Louis, Missouri
6401 Ellenwood Avenue	PA 7-0804
Mrs. T. L. Davis, Jr.	Mt. Prospect, Illinois
1272 Wheeling Road	392-5961

Southwest

Miss Mary Jean McFadyen	Houston, Texas
5300 South Main Street	JA 9-9506

Queens College Personnel

Board of Trustees

H. H. Everett, *Chairman*
The Rev. James E. Fogartie, *Secretary*

Term Expires 1964

Mrs. William C. Cannon *(Synod of N. C.)*, Concord, N. C.
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H. H. Everett *(Trustees)*, Charlotte, N. C.
The Rev. Edward G. Lilly, D.D. *(Synod of S. C.)*, Hartsville, S. C.
Mrs. S. P. Stowe *(Synod of N. C.—Alumna)*, Belmont, N. C.
J. Mason Wallace, Jr. *(Synod of N. C.)*, Charlotte, N. C.

Term Expires 1965

John M. Akers *(Synod of N. C.)*, Gastonia, N. C.
William H. Barnhardt *(Trustees)*, Charlotte, N. C.
James J. Harris *(Trustees)*, Charlotte, N. C.
The Rev. Lynn T. Jones, D.D. *(Synod of S. C.)*, Columbia, S. C.
Dr. F. L. Knight *(Synod of N. C.)*, Sanford, N. C.
Paul Quattlebaum *(Synod of S. C.)*, Conway, S. C.

Term Expires 1966

The Rev. Julian Lake, D.D. *(Synod of N. C.)*, Winston-Salem, N. C.
Mrs. W. H. Belk *(Trustees—Alumna)*, Charlotte, N. C.
Mrs. J. M. H. Fitzgerald *(Synod of S. C.)*, Columbia, S. C.
H. F. Kincey *(Synod of N. C.)*, Charlotte, N. C.
S. C. McMeekin *(Synod of S. C.)*, Columbia, S. C.
C. P. Street *(Trustees)*, Charlotte, N. C.

Term Expires 1967

Thornton H. Brooks *(Synod of N. C.)*, Greensboro, N. C.
The Rev. Joseph W. Everett, Jr., D. D. *(Synod of S. C.)*, Rock Hill, S. C.
The Rev. James E. Fogartie *(Synod of N. C.)*, Charlotte, N. C.
Mrs. Curtis B. Johnson *(Synod of N. C.—Alumna)*, Charlotte, N. C.
L. A. McCall, Jr. *(Synod of S. C.)*, Florence, S. C.
Carl G. McCraw *(Trustees)*, Charlotte, N. C.

Edwin R. Walker, *President, ex officio*

Advisory Trustees

Mrs. James R. Angell *(Alumna)*, New Haven, Conn.
Irwin Belk, Charlotte, N. C.
Arthur H. Burgess, Hickory, N. C.
Charles G. Chatham, Greenwich, Conn.
Harry L. Dalton, Charlotte, N. C.

J. B. Glover, Marietta, Ga.
Benjamin S. Horack, Charlotte, N. C.
The Rev. James A. Jones, D. D., Richmond, Va.
J. B. Meacham, Jr., Charlotte, N. C.
Arthur N. Morris, Baltimore, Md.
William F. Mulliss, Charlotte, N. C.
J. Norman Pease, Charlotte, N. C.

HONORARY TRUSTEE

Hunter Marshall, Charlotte, N. C.

Officers of Administration

EDWIN R. WALKER, A.B., B.D., Ph.D., LL.D., *President*
JACK W. ROLLOW, A.B., M.A., Ph.D., *Vice-President*
HERBERT E. BABB, A.B., M.S., Ph.D., *Dean of the College*
DON FARQUHARSON, B.S., *Treasurer*
GEORGE S. KILNER, B.S., *Business Manager*
ANN S. GEBHARDT, B.F.A., M.A., *Dean of Students*
ROBERT W. SHAW, B.S., M.A., *Director, Department of Adult Education*
MILDRED L. MISCALLY, A.B., M.A., *Director of Public Relations*
JEAN L. RAYBURN, A.B., *Acting Director of Admissions*
CATHERINE M. ATKINS, A.B., Ed.M., *Registrar*
M. PHOEBE OPLINGER, A.B., M.L.S., *Librarian*
GORDON Q. FREEMAN, A.B., M.A., *Director of Alumnae Affairs*
LOUISE T. RUDISILL, B.S., *Administrative Assistant to the President*

Administrative Assistants and Staff

MARY BARNHARDT, *PBX Operator*
HELEN BARTO, *Secretary, Business Office*
JEAN T. BATTEN, A.B., *Admissions Counselor*
CAROL BLANTON, *Secretary, Business Office*
ANNIE G. BOBBITT, *Resident Counselor*
MYRA C. BRISTOL, A.B., *Secretary, Evening College*
SALLIE B. BRODY, *Secretary, Library*
HAROLD L. BROOKS, *Mail Clerk*
MARY L. CARTER, A.B., *Resident Counselor*
RAY S. CLARK, *Multilith Operator*
AMY LOU COTTER, *Secretary, Admissions Office*
LUCILE CUMMINGS, *Resident Counselor*
ROBERT P. EISELE, B.S., *Food Service Director*
GERTRUDE G. GILL, B. S., *Secretary, Music Department*
LORENA A. GOELLER, *Resident Counselor*
MARILOU GOWER, *Secretary, Alumnae Office*
CARRIE B. GREEN, *Resident Counselor*
RUTH HERRON, B.S., *Superintendent of Dormitories*
JANE E. HOKE, A.B., M.A., *Admissions Counselor*
KATHERINE JENKINS, *Clerk, Library*
SALLY R. JONES, *Secretary to the Vice-President*
MARGARET S. KELLEY, *Assistant, Public Relations Office*

Margaret N. Maultsby, *Clerk, Registrar's Office*
Nell McCarter, *Resident Counselor*
Donald D. McNeill, *Assistant to the Treasurer*
Veronica M. Noetling, *PBX Operator*
Sam W. Poplin, *Operations Engineer*
Joanne N. Sheahan, *Secretary to the Dean of Students*
Alena M. Stevenson, *Secretary to the Dean of the College*
Frances D. Walter, A.B., *Secretary, President's Office*
Dorothy A. Wentz, *Secretary, Business Office*
Teresa Shu-yi Yang, A.B., M.A., *Cataloger, Library*

Student Health Service

Marvin M. McCall, M.D., *College Physician*
Ingrid M. Alexander, R.N., *Resident Nurse*

Faculty

Date following name and title indicates year of initial appointment at Queens College.

Edwin R. Walker, *President* (1954)
A.B., B.D., Ph.D., LL.D., Southwestern University; Vanderbilt University; University of Chicago.

Jack W. Rollow, *Vice-President* (1962)
A.B., M.A., Ph.D., Texas Christian University; Cornell University.

Herbert E. Babb, *Dean of the College and Professor of Psychology* (1957)
A.B., M.S., Ph.D., Emory University; University of Kentucky.

Mildred Morse McEwen, *Professor of Chemistry* (1924)
A.B., M.A., Ph.D., Queens College; University of North Carolina.

Sarah McKee Nooe, *Professor of Biology* (1934)
B.S., M.A., Meredith College; Columbia University; Furman University; University of Virginia; Woman's College of the University of North Carolina; University of Washington.

John A. Holliday, *Professor of Music* (1945)
A.B., M.A., Hamline University; University of Minnesota.

Hughes B. Hoyle, Jr., *Professor of Mathematics and Physics* (1945)
A.B., M.A., Ph.D., University of North Carolina; New York University.

George A. Stegner, *Dana Professor of Music* (1955)
B.S., B.Mus., M.Mus., D.F.A., Miami University, Oxford, Ohio; Cincinnati Conservatory; Chicago Musical College; Aspen School of Music, Colorado.

Jack H. Fehon, *Dana Professor of Biology* (1956)

B.S., M.S., Ph.D., University of Florida; Florida State University; University of Wisconsin.

C. Louise Salley, *Professor of History* (1957)

A.B., M.A., Ph.D., University of Tennessee; Duke University; University of Michigan; University of Washington; University of Toulouse, Pau, France.

Robert A. Snyder, *Professor of Music* (1956)

B.S., M.S., D.Mus., University of Illinois; Indiana University.

Donald E. Lewis, *Professor of Chemistry* (1957)

B.S., M.S., Ph.D., Abilene Christian College; Florida State University; University of Tennessee, Memphis.

Dougald McD. Monroe, Jr., *Dana Professor of Literature and English Composition* (1957)

A.B., M.A., Ph.D., Washington and Lee University; Northwestern University; Osmania University, Hyderabad, India.

Norris W. Preyer, *Dana Professor of History* (1957)

A.B., M.A., Ph.D., University of North Carolina; University of Virginia; Harvard University; University of Wisconsin.

Joyce Hayes Shealy, *Professor of Psychology* (1959)

A.B., M.A., Ph.D., University of South Carolina; Ohio State University; University of North Carolina.

Edmund T. Weiant, *Z. Smith Reynolds Professor of Foreign Languages (German and Russian)* (1959)

A.B., Ph.D., Kenyon College; Cornell University; Universitat Basel; University of Michigan; Indiana University.

Edward W. Pohlman, *Dana Professor of Sociology* (1960)

A.B., M.A., Ph.D., Emmanuel Missionary College; Ohio State University.

George A. Shealy, *Professor of Art* (1960)

Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting.

Elizabeth G. Wright, *Professor of Bible and Religion* (1961)

A.B., B.C.S., B.D., Ph.D., Wilson College; Rider College; Yale Divinity School; Yale University.

Thelma Albright, *Associate Professor of Literature and English Composition* (1937)

A.B., M.A., Greensboro College; Duke University.

Eleanor Lloyd Jenkins, *Associate Professor of Mathematics* (1941)
A.B., M.A., Queens College; University of North Carolina.

Mary Lee Taylor, *Associate Professor of Bible and Religion* (1941)
A.B., M.R.E., Salem College; The Biblical Seminary, New York; George Peabody College for Teachers; New York University.

John D. Morrison, *Associate Professor of Music* (1947)
B.Mus., M.Mus., A.A.G.O., Northwestern University; University of Minnesota; St. Olaf College.

Philip Moose, *Associate Professor of Art* (1956)
Stevens School; National Academy; Columbia University Art School; Skowhegan School of Painting; Taxco School of Art, Mexico; Academy of Fine Arts, Munich.

William Beidler, *Associate Professor of Philosophy* (1959)
B.S., M.A., Ph.D., University of California; University of North Carolina; Osmania University, Hyderabad, India.

Roberta T. S. Chalmers, *Associate Professor of Literature and English Composition* (1959)
A.B., M.A., B.Litt., D.Litt., Mount Holyoke College; Radcliffe College; Oxford University; Kenyon College.

Albert R. May, *Associate Professor of Music* (1960)
Boston University College of Music; Juilliard School of Music.

Russell P. Norman, *Associate Professor of Psychology* (1961)
A.B., M.A., Ph.D., University of Minnesota; University of North Carolina.

Yancey Leonard Medlin, *Associate Professor of Education* (1962)
A.B., M.Ed., Ph.D., University of North Carolina; University of Colorado; Eastern Kentucky State College.

Jimmie C. Oates, *Associate Professor of Physics* (1962)
B.S., M.S., Memphis State University; Vanderbilt University.

James H. Lovell, Jr., *Associate Professor of Literature and English Composition* (1961)
A.B., M.A., Ph.D., Texas Christian University; Vanderbilt University.

Frank G. Mullen, Jr., *Associate Professor of Psychology* (1963)
A.B., Ph.D., University of Georgia; University of Tennessee.

Paul B. Newman, *Associate Professor of Literature and English Composition* (1963)
B.S., M.F.A., M.A., Ph.D., University of Chicago; University of Iowa.

Sarah Irene Dunlap, *Assistant Professor of Home Economics* (1945)
B.S., M.A., Winthrop College; University of Tennessee.

Mildred L. Miscally, *Assistant Professor of Journalism* (1946)
A.B., M.A., University of Georgia.

Nancy Eagle, *Assistant Professor of Music* (1950)
B.S., M.A., Woman's College of the University of North Carolina; Peabody College; Catawba College; University of North Carolina; Appalachian State Teachers College; University of Indiana.

Caroline Gordon Richardson, *Assistant Professor of Foreign Languages (French)* (1950)
A.B., M.A., Winthrop College; University of the South; University of South Carolina; University of Minnesota; Laval University, Quebec; Institut de Phonetique, Paris; University of Toulouse, Pau, France.

Ann Stellhorn Gebhardt, *Assistant Professor of Art* (1953)
B.F.A., M.A., Lake Erie College; Ohio State University.

Sarah M. West, *Assistant Professor of Secretarial Practice* (1947)
B.S., M.R.E., Winthrop College; Woman's Missionary Training School, Louisville, Kentucky.

Charles O. Hadley, *Assistant Professor of Literature and English Composition* (1955)
A.B., M.A., Davidson College; University of North Carolina; University of Besancon, France; Duke University; University of Birmingham, Stratford, England.

Marie J. Hargett, *Assistant Professor of Music* (1956)
B.Mus., M.Mus., Greensboro College; Cincinnati Conservatory of Music; University of Hawaii.

Mary Faith Carson, *Assistant Professor of Religion* (1961)
A.B., M.A., B.D., Salem College; Presbyterian School of Christian Education; Union Theological Seminary.

Roger Drinkall, *Assistant Professor of Music (Cello)* (1962)
B.Mus., M.Mus., Curtis Institute of Music, Philadelphia; University of Illinois.

Herbert A. Hermann, *Assistant Professor of Music (Piano)* (1962)
B.Mus., M.Mus., D.Mus., Indiana University.

Marjorie T. Kirby, *Assistant Professor of Foreign Languages (Spanish)* (1962)
A.B., M.A., Birmingham-Southern College; University of North Carolina; University of Havana.

Mary Thomas Smith, *Assistant Professor of Education* (1962)
A.B., M.A., East Carolina College; Indiana University.

Charles E. Brewer, Jr., *Visiting Assistant Professor of Economics* (1960)
A.B., Princeton University.

Cary S. Henderson, *Assistant Professor of History and Political Science* (1963)
A.B., M.A., University of Florida; Duke University; Syracuse University.

Agnes F. Hostettler, *Assistant Professor of Foreign Languages (French and German)* (1963)
A.B., M.A., Lenoir Rhyne College; Middleburg College; University of North Carolina; Teachers College, Women's Home School, Karsel, Germany; Deaconess Kindergarten Training School, Frankfurt, Germany; University of Mainz, Germany.

Edith Margueritte Judkins, *Assistant Professor of Music (Voice and Choral Conducting)* (1963)
B.M., B.M.E., M.A., Greensboro College; Richmond Professional Institute; Tulane University.

T. Buchanan Looney, *Assistant Professor of History* (1963)
A.B., M.A., Southwestern at Memphis; Columbia University.

G. Alex Marsh, *Assistant Professor of Biology* (1963)
B.S., M.A., Wake Forest College; University of North Carolina.

Ruth R. Magher, *Instructor in Physical Education* (1947)
B.S., Woman's College of the University of North Carolina; University of North Carolina; Johns Hopkins University.

Joseph E. Lammers, *Instructor in Music* (1962)
B.Mus., M.Mus., University of Alabama; Sherwood School of Music, Chicago; Florida State University.

G. Anne Sessions, *Instructor in Sociology* (1962)
A.B., M.A., Columbia College; University of North Carolina.

David C. Stuntzner, *Instructor in Art* (1962)
A.B., M.F.A., Northwestern University; School of the Art Institute, Chicago.

Sandra A. Woolen, *Instructor in Physical Education* (1962)
A.B., R.N., Greenville General Hospital of Nursing; University of North Carolina.

Katherine Elizabeth Frix, *Instructor in Literature and English Composition* (1963)
A.B., M.A., Stetson University; Emory University; University of North Carolina.

Shirley Haase Green, *Instructor in Physical Education (Dance) (1963)*
B.S., Woman's College of the University of North Carolina.

PROFESSORS EMERITI

Ethel M. Abernethy, *Professor Emeritus of Psychology*
A.B., M.A., Ph.D., D.Sc., Duke University; Johns Hopkins University; University of Chicago; Queens College.

Herbert V. Carson, *Professor Emeritus of Bible, Religion, and Philosophy*
A.B., B.D., Th.M., D.D., Washington and Lee University; Union Theological Seminary, Richmond; Southwestern at Memphis.

Rena C. Harrell, *Librarian Emeritus*
A.B., M.A., A.B. in L.S., Queens College; University of North Carolina; Library School, Emory University.

Elsie Stokes Moseley, *Professor Emeritus of Music*
National Conservatory, New York; Pupil of Adel Margulies, Edwin Hughes, W. B. Goatee.

Laura A. Tillett, *Professor Emeritus of English Literature*
A.B., M.A., Duke University; Columbia University; Harvard University; Cambridge University.

Affiliated Faculty in the Nursing Program

Anne Pleasants White, *Director of Education, Presbyterian Hospital School of Nursing*
A.B., R.N., M.A., Flora Macdonald College; Stuart Circle Hospital School of Nursing, Richmond, Virginia; Columbia University.

Degrees Conferred 1963

BACHELOR OF ARTS

Nancy Fleming Abel
Virginia Solon Addington
Miriam Mundy Allen
Janet Herring Allison
Nancy Perry Andrew
Brenda Carole Blackwelder
Eleanor Green Briggs
Sheila Sue Camlin*
Mary Pauline Campbell
cum laude
Brenda Lee Carpenter
Lodessa Davis Carroll
Ina Joanne Cooper
Rosalyn Annette Creel
Helen Biddle Crevensten
Janet Hope Crickmer
Catherine McArthur Currie
cum laude
Kay Shuler Davis
magna cum laude
Nancy Lee DeWitt
Carol Dowd Dickinson
Rosanne Eubanks
Sula Anne Evans
Deanna Rawlings Ewing
Linda Elizabeth Farrar
Alice Jeanne Freeman
Judith Marian Fuller
cum laude
Susan Palmer Gabb
Rebecca Shapard Garrison
Marcia Irvine Gay
Mary Jane Gosline
Julia Elizabeth Green
Mary Lee Hale
Nancy-Coe Teeter Hall
Sara Irene Harrington
Pearl Elizabeth Hill
Mary Lee Hinson
Anne Hilton Holmead
Elisabeth Johnson Hook
Nancy Eudora Hopkins
Elizabeth Erwin Hutchins
Sloan Lentz Ingram
Sally Jean Jeffreys
Nina Elizabeth Johnson
Judith Ann Jones
Janet Elizabeth Judd
Meriam Fowler Kilner
Mary Lu Lander
Elizabeth McCollum Lyerly
Jonnie Flynn McCormac
Joyce Marie McCubbin
Marilyn Mackey McGarity
Suzanne Haynes MacRae**
summa cum laude
Alice Wingo Marks
Mary Nancy Mayfield
Margaret Lee Miller
Nancy Lee Millock
Helene Nichols
Maywood Mallard Nisbet
Elizabeth McFaddin Odiorne
Rachel Elizabeth Patrick
Nancy Anne Patterson
Sallie Susanne Patterson
Phoebe Jane Pierce
Mary Anne Porterfield
Joan Hamilton Powell
Mary Ellen Quick
Nancy Ann Quillen
Carolyn Baker Rentz
Martha Ann Ritchie
Mary Elizabeth Rivers
cum laude
Sara Carolyn Shelley
Joanna Augusta Springs
Suzanne Hamilton Stedman
Patricia Stell
Caroline Lenora Stiles
Mamie Ann Sutherland
Martha Suzanne Swain

**With Honors Thesis: "The Modern Concept of Causation and its Metaphysical Bases."*

***With Honors Thesis: "The Devil Archetype in Literature."*

BACHELOR OF ARTS *(continued)*

Betty Daniel Tait
Elizabeth Lee Thomas
cum laude
Susan Gail Tonning
Sandra Sue Trickett
Margaret Smith Tyson
Agnes McKee Venable
Mary Kaye Wagner
Bettye Chamblin Walker
Judith Irene Ward
cum laude
Linda Martin Welton
Pamela James Wenham
Julia Erwin Westmoreland
Mary Carolyn Whiteside
Angela Williams
Catharine Cecelia Williams
Sally McGregor Williamson
Mary Love Wilson
Jo Ann Winfree
Mildred Kathleen Wright
Martha Paige Young

BACHELOR OF SCIENCE

Doris Jean Brown
Carol Jean Larson

BACHELOR OF MUSIC

Valerie Anitra Burnie
Anita McIlhenny Cahoon
Dawn Stewart Chappell
Judith Ray Crotts

Distinguished Teaching Award

In order to emphasize the fact that quality of teaching is the most important single concern of Queens College, the Board of Trustees, in June, 1958, created a Distinguished Teaching Award in the amount of $2,000 to be awarded at the end of each academic year. The conditions of the award are:

> The recipient of the award shall be selected by the president and the dean of the college after consultation with individual members of a committee appointed by the president to assist in the selection of the person to receive the Distinguished Teaching Award.
>
> The award shall be used for travel, further study, or other means of professional advancement.
>
> The recipient of the award shall not be eligible for selection for the award for a period of five years.

Year	Recipient
1958-1959	Stuart D. Currie
1959-1960	Mildred M. McEwen
1960-1961	Dougald McD. Monroe, Jr.
1961-1962	Jack H. Fehon
1962-1963	Roberta T. S. Chalmers

Honors And Awards 1962-63

College Marshals
Roberta Louise Gittings, *Chief Marshal*
Marion Mays Easterday
Charlotte Ann Gaulding
Ellen Barrier
Jean Baldwin Wilson
Peggy Ann Edens
Donna Sue Mullen

The Algernon Sydney Sullivan Medallions
Sula Anne Evans
Carl G. McCraw

Alpha Delta Pi Mathematics Award
Mary Pauline Campbell
Carolyn Baker Rentz

Alpha Gamma Delta Art Award
Pamela Ann Grebe

American Guild of Performing Artists Membership
Anita McIlhenny Cahoon

Gordon Keith Chalmers Personal Library Award
Ellen Barrier

Chi Omega Social Science Award
Judith Irene Ward: *History*

The Coronet Award
Susan Cochrane DaVega
Kay Shuler Davis

The Creative Writing Cup
Kay Shuler Davis

Stuart D. Currie Award
Sandra Sue Trickett

Dolphin Club Award
Rebecca Shapard Garrison
Mary Ellen Quick
Susan Gail Tonning

The Jernigan Journalistic Award
Nina Elizabeth Johnson

The Kappa Delta Science Award
Sheila Sue Camlin

The Charlotte Panhellenic Congress Award
Carol Diane Cole

The Queens College Panhellenic Scholarship Cup
Alpha Delta Pi

Recreation Association Sportsmanship Award
Rebecca Shapard Garrison

Sigma Mu Awards
Roberta Louise Gittings
Clelia Kathleen Stone

Sigma Upsilon Award
Sheryl Ann Owens

Who's Who in American Universities and Colleges

Nancy Fleming Abel
Janet Herring Allison
Sheila Sue Camlin
Mary Pauline Campbell
Kay Shuler Davis
Rosanne Eubanks
Elizabeth Erwin Hutchins
Suzanne Haynes MacRae
Mary Nancy Mayfield
Maywood Mallard Nisbet
Mary Elizabeth Rivers
Angela Williams

Elected to Sigma Mu

Janet Herring Allison
Virginia Kent Anderson
Catherine McArthur Currie
Marion Mays Easterday
Judith Marian Fuller
Charlotte Ann Gaulding
Roberta Louise Gittings
Elizabeth Diane Hallman
Carolyn Harriet Lawall
Anne Niven McLaughlin
Mary Nancy Mayfield
Margaret Lee Miller
Elizabeth Lee Thomas
Fidelia Ellen Tolley
Judith Irene Ward
Sally McGregor Williamson

Elected to Valkyrie

Sandra Cash
Linda Ann Folk
Eleanor Sue Judd
Martha Sue McDaniel
Linda Lu Mackintosh
Katherine Rhett Sapp

Elected to Orb and Sceptre

Virginia Kent Anderson
Georgena Sue Dyer
Roberta Louise Gittings
Elizabeth Diane Hallman
Allison James
Claudia Evelyn Johnson
Jane Wyatt Lawther
Bonnie Elizabeth Myers

Elected to Sigma Upsilon

Ann Dunn Aldrich
Diana Jane Ashworth
Brenda Carole Blackwelder
Kay Shuler Davis
Rosanne Eubanks
Rebecca Shapard Garrison
Roberta Louise Gittings
Nina Elizabeth Johnson
Suzanne Haynes MacRae
Martha Suzanne Swain
Angela Williams

Elected to Delta Omicron

Kathleen McNair Berry
Rebecca Anne Booze
LaVerne Kay Christian
Anita Mae Conner
Theresa Gilham Hancock
Frances Keller James
Ann Elaine Knott
Karen Lee Lightbody
Kathryn Anne Oehler
Linda Lucille Privette
Carol Virginia Robinson
Martha Tilghman Royal
Katherine Elizabeth Stone

Summary Of Enrollment

1962-63

Senior Class	97
Junior Class	129
Sophomore Class	167
Freshman Class	199
Full-time Non-degree	11
Department of Adult Education (College Credit Students)	446
Total regular session	1,049
Summer Session 1962	110
Total Students Enrolled	1,159

GEOGRAPHICAL DISTRIBUTION

Alabama	12
Arkansas	3
California	1
Connecticut	5
Delaware	1
District of Columbia	5
Florida	80
Georgia	44
Idaho	1
Illinois	1
Kentucky	6
Maine	1
Maryland	9
Massachusetts	4
Michigan	1
Mississippi	1
Missouri	1
New Hampshire	1
New Jersey	15
New York	4
North Carolina	239
Ohio	4
Pennsylvania	11
South Carolina	63
Tennessee	27
Texas	2
Virginia	40
West Virginia	23
Wisconsin	2
Wyoming	1
India	1
Korea	1
Peru	1

Roster Of Students, 1963-1964

As of July 15, 1963

Abernethy, Elizabeth	Belmont, North Carolina	Soph.
Abernethy, Lois Owen	Winston-Salem, North Carolina	Jr.
Adams, Sarah Louise	Fuquay Springs, North Carolina	Jr.
Albright, Dorothy Jane	Richmond, Virginia	Fr.
Albritton, Jean Nesbitt	Montgomery, Alabama	Sr.
Aldrich, Ann Dunn	Atlanta, Georgia	Sr.
Alexander, Lydia Ann	Charlotte, North Carolina	Sr.
Alexander, Sarah Vance	Ridgewood, New Jersey	Soph.
Alexander, Sylvia Francis	Charlotte, North Carolina	Jr.
Allen, Barbara Ann	Tampa, Florida	Jr.
Allen, Marbury Louise	Tampa, Florida	Fr.
Allen, Priscilla Ann	Blackshear, Georgia	Sr.
Allred, Joanna	Dunn, North Carolina	Soph.
Anderson, Carol Jean	South Charleston, West Virginia	Fr.
Anderson, Elizabeth Annett	Florence, South Carolina	Fr.
Anderson, Grace Isabel	Burlington, North Carolina	Soph.
Anderson, Judith Blair	Charlotte, North Carolina	Fr.
Anderson, Rela Elizabeth	Pensacola, Florida	Sr.
Anderson, Susan Jeanette	Arlington, Virginia	Fr.
Anderson, Virginia Kent	Marietta, Georgia	Sr.
Andrews, Martha Jeanne	Lake Worth, Florida	Fr.
Arnette, Linda Carol	Dillon, South Carolina	Jr.
Ashburn, Jean Lowry	Statesville, North Carolina	Fr.
Ashworth, Diana Jane	Charlotte, North Carolina	Sr.
Atkins, Katherine Crowell	Charlotte, North Carolina	Sr.
Atkinson, Helen Burwell	Reidsville, North Carolina	Jr.
Averette, Beverly Jane	Winston-Salem, North Carolina	Fr.
Badgett, Marian Shaw	Charleston, West Virginia	Jr.
Bagnal, Alice Lucinda	Statesville, North Carolina	Sr.
Baker, Grace Jordan	Washington, D. C.	Sr.
Baker, Julianne Frances	Columbia, South Carolina	Sr.
Baker, Linda	Moultrie, Georgia	Fr.
Baker, Sandra Jane	Wayne, Pennsylvania	Fr.
Ballard, Barbara Ruthe	Mt. Holly, North Carolina	Fr.
Ballentine, Rebecca Lee	Easley, South Carolina	Jr.
Barker, Sue Summey	Kansas City, Missouri	Soph.
Barnes, Mildred Lee	Jacksonville, Florida	Fr.
Barrier, Ellen	Atlanta, Georgia	Jr.
Barto, Christine Anne	Charlotte, North Carolina	Fr.
Basten, Narcissa Elizabeth	Lynchburg, Virginia	Soph.
Bates, Ruth Daniel	Orlando, Florida	Soph.
Bayley, Lucinda Hope	Baltimore, Maryland	Sr.
Beard, Dianne Delorious	Roanoke, Virginia	Soph.
Beaudrot, Rosalie Vincent	Greenwood, South Carolina	Fr.
Beaufort, Marjorie McCoy	Jacksonville, Florida	Fr.

Beck, Joy	Philadelphia, Pennsylvania	Fr.
Beckett, Jane Ellen	Huntington, West Virginia	Sr.
Beith, Lorraine Reba	Southern Pines, North Carolina	Fr.
Bennett, Elizabeth Martin	Walterboro, South Carolina	Sr.
Bennett, Elizabeth Whitney	Winter Park, Florida	Soph.
Bergstrom, Sigrid Frances	Maitland, Florida	Soph.
Berry, Judith Anne	Richmond, Virginia	Jr.
Berry, Kathleen McNair	Union, South Carolina	Soph.
Bishopric, Lucy Allison	Greenwich, Connecticut	Jr.
Bissett, Rebecca Etta	Columbia, South Carolina	Fr.
Blackwelder, Alma Frankie	Burlington, North Carolina	Jr.
Blackwelder, Edrie-Anne	Charlotte, North Carolina	Fr.
Blodgett, Carole Anne	Ridgewood, New Jersey	Soph.
Blount, Rebecca Ann	Bartow, Florida	Jr.
Boggs, Margaret Stuart	Hazard, Kentucky	Jr.
Bohannon, Frances Marion	Charlotte, North Carolina	Sr.
Bolay, Elizabeth Fraser	Decatur, Georgia	Fr.
Booze, Rebecca Anne	Buchanan, Virginia	Soph.
Bosserman, Susan Carol	Harrisonburg, Virginia	Fr.
Boyd, Carol Ann	Richmond, Virginia	Jr.
Boyd, Emma Collins	Conway, South Carolina	Fr.
Bradford, Susan Estelle	Arlington, Virginia	Fr.
Braman, Emily Tilton	New Haven, Connecticut	Jr.
Brawner, Bethany Ann	Coral Gables, Florida	Fr.
Brewer, Eleanor Vivian	Marshville, North Carolina	Soph.
Bright, Anne Carrington	Cobham, Virginia	Sr.
Brooks, Mrs. Nancy Blanton	Charlotte, North Carolina	Non-degree
Browder, Emily Sue	Wallace, North Carolina	Jr.
Brown, Claudette Yount	Morganton, North Carolina	Jr.
Brown, Constance Elaine	Drexel Hill, Pennsylvania	Jr.
Brown, Jo Anne	Huntersville, North Carolina	Jr.
Brown, Katherine LaVerne	Macon, Georgia	Sr.
Brown, Rebecca Anne	Westover A.F.B., Massachusetts	Fr.
Brown, Sally Phillips	Fort Mill, South Carolina	Sr.
Brown, Sandra Leigh	Port St. Joe, Florida	Soph.
Browne, Kathryn Diane	Orlando, Florida	Jr.
Brownell, Sally Lynn	Greenville, South Carolina	Fr.
Browning, Joan Metts	Greenwood, South Carolina	Soph.
Bryant, Barbara Dean	Memphis, Tennessee	Fr.
Buchan, Elizabeth Austin	Mullins, South Carolina	Soph.
Buice, Bebe Patricia	Coral Gables, Florida	Soph.
Bullock, Vivian Anne	Georgetown, South Carolina	Sr.
Burch, Virginia Lee	Lake City, South Carolina	Jr.
Burdett, Anne Shaw	Langley Air Force Base, Virginia	Soph.
Burgess, Bonnie Beth	Greenville, South Carolina	Soph.
Burgess, Mary Wysor	Pelham, New York	Fr.
Burgin, Caroline Neely	Lincolnton, North Carolina	Sr.
Burleson, Sarah Ellen	Beckley, West Virginia	Fr.
Burleson, Susan Starr	Beckley, West Virginia	Jr.
Burst, Diana Louise	Webster Groves, Missouri	Fr.
Burton, Eugenia Hargrave	Suffolk, Virginia	Soph.
Byrd, Jeanne McKay	Atlanta, Georgia	Fr.

Cacchioli, Linda Ann	Hartwell, Georgia	Fr.
Calhoun, Joan Louise	Charleston, West Virginia	Sr.
Caligan, Osra Lynn	Greenville, South Carolina	Soph.
Cameron, Marion Carole	Charleston, South Carolina	Jr.
Camicia, Caren Revé	Holden, West Virginia	Sr.
Campbell, Mary Ramelle	Charlotte, North Carolina	Jr.
Cannon, Gail Meredith	Orlando, Florida	Soph.
Cannon, Mrs. Jeanette Grigg	Charlotte, North Carolina	Non-degree
Cannon, Susan Hall	Charlotte, North Carolina	Soph.
Carter, Barbara Ann	Mount Hope, West Virginia	Fr.
Carter, Mrs. Nancy Edwards	Charlotte, North Carolina	Jr.
Carter, Virginia Ann	Huntington, West Virginia	Jr.
Causey, Ruth Misenheimer	Davidson, North Carolina	Sr.
Cauthen, Cynthia Frances	Summerville, South Carolina	Soph.
Cecil, Constance Lynn	Spartanburg, South Carolina	Soph.
Cellar, Lillian Georgette	Jacksonville, Florida	Sr.
Chalfant, Mary Lynne	Welch, West Virginia	Jr.
Challen, Erin Gary	Memphis, Tennessee	Soph.
Challen, Sue Gary	Memphis, Tennessee	Sr.
Champlin, Carol Cassie	Mobile, Alabama	Fr.
Chappell, Bonnie Elise	Belleair, Florida	Fr.
Chatham, Kathryn Ward	Greenville, South Carolina	Soph.
Chenault, Katharine Hart	Lexington, Kentucky	Soph.
Chostner, Nancy Cole	Greensboro, North Carolina	Sr.
Christenbery, Mrs. Ruth Burke	Charlotte, North Carolina	Jr.
Christian, LaVerne Kay	Welch, West Virginia	Jr.
Churchill, Diana Randall	Atlanta, Georgia	Sr.
Clark, Helen Hodges	Sheffield, Alabama	Jr.
Clark, Mary Frisbie	Arlington, Virginia	Fr.
Clement, Judith Johanna	Holmdel, New Jersey	Soph.
Coffey, Darla Jim	Rutherfordton, North Carolina	Soph.
Coiner, Patricia Anne	Charlotte, North Carolina	Jr.
Cole, Carol Diane	Coral Gables, Florida	Soph.
Cole, Carolyn Hope	Indianapolis, Indiana	Fr.
Collins, Margery Laurette	Wilmington, Delaware	Jr.
Condon, Catherine Adele	Clearwater, Florida	Fr.
Conner, Anita Mae	Lancaster, Virginia	Soph.
Conner, Mary Lou	Bartow, Florida	Jr.
Cooke, Dorothy Anne	Gastonia, North Carolina	Sr.
Coons, Carol Jean	Savannah, Georgia	Fr.
Cooper, Nancy Elizabeth	Waynesboro, Virginia	Fr.
Corlew, Nancy Paula	Tampa, Florida	Soph.
Crafton, Pamela	Blytheville, Arkansas	Soph.
Creem, Dorothy Elizabeth	Pinehurst, North Carolina	Soph.
Crommelin, Lillian Burket	Montgomery, Alabama	Fr.
Crouse, Patricia Leigh	Charlotte, North Carolina	Sr.
Crowder, Byrd Epes	Blackstone, Virginia	Fr.
Culbertson, Patricia Ann	Greenwood, South Carolina	Fr.
Culbreth, Constance Liles	Raeford, North Carolina	Jr.
Cunningham, Jane Blakers	Myrtle Beach, South Carolina	Fr.
Currin, Claudia Elizabeth	Oxford, North Carolina	Fr.
Currin, Vicki Lynn	Winston-Salem, North Carolina	Fr.

Daley, Mary Susan	Charleston, West Virginia	Soph.
Dalton, Laura Elizabeth	Spindale, North Carolina	Soph.
DaVega, Susan Cochrane	Columbia, South Carolina	Jr.
Davies, Geralda Margaret	Sarasota, Florida	Soph.
Davis, Barbara Kay	Louisville, Kentucky	Fr.
Davis, Catherine Hays	Baltimore, Maryland	Jr.
Davis, Jean Louise	Charlotte, North Carolina	Jr.
Davis, Joyce Marie	Banner Elk, North Carolina	Sr.
Davis, Nathalie Hall	Tampa, Florida	Jr.
Davis, Sarah Lorraine	Charlotte, North Carolina	Jr.
Davis, Victoria Anne	West Palm Beach, Florida	Soph.
Dawkins, Florence Fontaine	Jacksonville, Florida	Soph.
Deahl, Mary Carol	Kenilworth, Illinois	Fr.
Deane, Nancy Howe	Safety Harbor, Florida	Soph.
Deaton, Mary Amelia	Statesville, North Carolina	Sr.
Decker, Mary Judith	Tarboro, North Carolina	Fr.
Dedman, Rainsford DuBose	Devon, Pennsylvania	Sr.
Dekle, Lettie Lee	Perry, Florida	Sr.
Denslow, Nora Cooper	Miami, Florida	Fr.
Denton, Mrs. Betty Parker	Charlotte, North Carolina	Sr.
Denton, Susan	Mexico, Missouri	Fr.
Detrick, Dorothy Louise	Wilmington, Delaware	Fr.
DeWitt, Mary Diane	Lake City, South Carolina	Soph.
Diamaduros, Joan George	Charlotte, North Carolina	Sr.
Dickerson, Frances Glenn	Kinston, North Carolina	Fr.
Dickie, Sheila Marlene	Wilmington, North Carolina	Soph.
Dillingham, Patricia Ann	Lancaster, South Carolina	Fr.
Dillon, Caroline Worth	Elkin, North Carolina	Soph.
Diltz, Phoebe Jane	Charlotte, North Carolina	Fr.
Dingle, Mary Frances	Summerton, South Carolina	Fr.
Dixon, Ann Corbett	Lancaster, South Carolina	Fr.
Dixon, Margaret H.	Charlotte, North Carolina	Sr.
Dobbs, Ann Petrie	Huntington, West Virginia	Jr.
Dorrier, Nancy Lee	Old Hickory, Tennessee	Soph.
Dorton, Edith Carol	Charlotte, North Carolina	Jr.
Doughton, Jo Wayne	Durham, North Carolina	Fr.
Doyle, Vonnell Clara	Louisville, Kentucky	Fr.
Dozier, Ann Ware	West Point, Virginia	Jr.
Duckworth, Peggy Angela	Charlotte, North Carolina	Jr.
Duerson, Martha Carrel	Miami, Florida	Sr.
Dyer, Alecia Jane	Decatur, Alabama	Fr.
Dyer, Georgena Sue	Atlanta, Georgia	Sr.
Eakins, Margaret Beth	Arlington, Massachusetts	Fr.
Earnest, Ann Markee Gibson	Wise, Virginia	Soph.
Earnhardt, Susan Ann	Kingsport, Tennessee	Jr.
Eason, Ann	Clarksburg, West Virginia	Sr.
Easterday, Mrs. Marion Mays	Charlotte, North Carolina	Sr.
Eastham, Sally Anne	Midland, Texas	Jr.
Eblen, Linda Elaine	Atlanta, Georgia	Fr.
Eddleston, Karen Ruth	Fall River, Massachusetts	Soph.
Edens, Peggy Ann	Lumberton, North Carolina	Soph.

Edson, Helen Bitzer	Birmingham, Alabama	Fr.
Ennis, Trent Ann	Tampa, Florida	Fr.
Eppersimons, Joyce Ellen	Dillon, South Carolina	Fr.
Estes, Linda Ray	Alturas, Florida	Soph.
Eubanks, Frances Jacqueline	Atlanta, Georgia	Fr.
Eve, Elizabeth Bowers	Dothan, Alabama	Fr.
Farrior, Helen Anne	Wallace, North Carolina	Soph.
Faulk, Lynn Dixon	Titusville, Florida	Fr.
Ferguson, Molly McCormack	Sherwood Forest, Maryland	Fr.
Ferguson, Sharon Jean	Memphis, Tennessee	Fr.
Ferris, Sara Boykin	Louisville, Kentucky	Fr.
Fetters, Patricia Anne	Charlotte, North Carolina	Fr.
Fieger, Mary Northup	Louisville, Kentucky	Fr.
Fitzgerald, Anne Marie	Lincolnton, North Carolina	Fr.
Fitzpatrick, Jane Louise	Macon, Georgia	Soph.
Fleming, Susan Janet	Dallas, Pennsylvania	Fr.
Fleming, Suzanne Louise	Clearwater, Florida	Jr.
Flora, Mary Ellen	Martinsville, Virginia	Soph.
Folk, Linda Ann	Pensacola, Florida	Jr.
Ford, Virginia McLeod	Rome, Georgia	Fr.
Forney, Mary Louise	Charlotte, North Carolina	Non-degree
Foster, Kathryn Elizabeth	Atlanta, Georgia	Soph.
Fowler, Hettie Kennedy	Union, South Carolina	Soph.
Frech, Marcia Allyson	Florham Park, New Jersey	Fr.
Frenz, Birgid	Wiesbaden-Kloppenheim, Germany	Non-degree
Frick, Marjorie Janette	Tampa, Florida	Soph.
Fuehrer, Elizabeth Louise	Coopersburg, Pennsylvania	Soph.
Fulson, Bernice Poole	Charlotte, North Carolina	Sr.
Gammon, Flora MacDonald	Greenville, North Carolina	Fr.
Gammon, Jane	Bristol, Virginia	Sr.
Garcia, Virginia Tarleton	Charlotte, North Carolina	Soph.
Garland, Louisa Anne	Decatur, Georgia	Sr.
Garraway, Julia Elizabeth	Marianna, Florida	Jr.
Garraway, Mary Evelyn	Marianna, Florida	Soph.
Gathings, Louise Ann	Charlotte, North Carolina	Jr.
Gaulding, Charlotte	Charlotte Court House, Virginia	Sr.
Gaulding, Drury May	Charlotte Court House, Virginia	Fr.
Gee, Gretchen	St. Clairsville, Ohio	Fr.
Gee, Margaret Blakely	Florence, South Carolina	Fr.
Gentry, Laura Nell	Shelby, North Carolina	Soph.
Gholson, Anne DuRelle	Oxford, North Carolina	Fr.
Gill, Constance	Orange, Connecticut	Fr.
Gill, Jule Carlyle	Ruxton, Maryland	Fr.
Gillespie, Anne Pepper	Newport News, Virginia	Fr.
Gittings, Roberta Louise	Jacksonville, Florida	Sr.
Glenn, Mary Elizabeth	Salisbury, North Carolina	Fr.
Gloth, Billie Ann	Annapolis, Maryland	Fr.
Glover, Jane Porter	Marietta Georgia	Jr.
Goodlett, Gail Wright	Greenville, South Carolina	Soph.

Goodson, Barbara Ann	Hartsville, South Carolina	Soph.
Goodykoontz, Ann King	Louisville, Kentucky	Fr.
Gordon, Loretta Anne	Monroe, North Carolina	Fr.
Graham, Cornelia McDonald	Charlotte, North Carolina	Sr.
Grantham, Jean Lovett	Red Springs, North Carolina	Soph.
Gray, Donna Fay	Mobile, Alabama	Soph.
Gray, Judith Connie	Ponte Vedra, Florida	Sr.
Grebe, Pamela Ann	Falls Church, Virginia	Soph.
Greear, Elizabeth Jean	Marion, Virginia	Sr.
Greer, Cora Jeanne	Belton, South Carolina	Fr.
Grieve, Carol Porter	Waterbury, Connecticut	Sr.
Griffin, Mary Jane	Bristol, Tennessee	Soph.
Guion, Mary Jane	Charlotte, North Carolina	Fr.
Gum, Sandra Lee	Staunton, Virginia	Soph.

Hale, Cynthia Ann	Gainesville, Florida	Fr.
Hales, Susan Rebecca	St. Augustine, Florida	Jr.
Haley, Joan Eleanor	Arlington, Virginia	Soph.
Hallman, Elizabeth Diane	Greenville, South Carolina	Sr.
Hallock, Kathie Sara	Teaneck, New Jersey	Jr.
Hancock, Teresa Gilham	Marietta, Georgia	Soph.
Hannon, Harriet Jane	Gainesville, Florida	Fr.
Hardee, Carolyn Purdie	Dunn, North Carolina	Jr.
Harding, Donna Elizabeth	Belmont, North Carolina	Soph.
Hargett, Linda Leigh	Charlotte, North Carolina	Jr.
Harley, Gail Lee	Miami, Florida	Fr.
Harrison, Cynthia Katherine	Winston-Salem, North Carolina	Fr.
Hart, Sarah Stevens	Washington, D. C.	Jr.
Harvey, Carol Lawrence	Smyrna, Tennessee	Soph.
Hastings, Sylvia LaMarr	Charlotte, North Carolina	Sr.
Hatch, Alden Elwell	Convent Station, New Jersey	Soph.
Havron, Martha Ann	Falls Church, Virginia	Soph.
Hawkins, Mary Julia	Hendersonville, North Carolina	Fr.
Heeseman, Elizabeth Brantley	Charlotte, North Carolina	Jr.
Heinz, Joanne Candler	Atlanta, Georgia	Soph.
Helfrich, Ramona Patterson	Jacksonville, Florida	Fr.
Henderson, Alice Vaiden	Goldsboro, North Carolina	Sr.
Hendricks, Jo Anne	Coral Gables, Florida	Soph.
Henriquez, Narda Zoila	Lima, Peru	Sr.
Hess, Jean Douglass	Allentown, Pennsylvania	Jr.
Hewett, Frances Dianne	Shallotte, North Carolina	Soph.
Hightower, Helen Kay	Pfafftown, North Carolina	Jr.
Hill, Helen Holmes	Talladega, Alabama	Jr.
Hobbs, Lana Margaret	Elizabeth City, North Carolina	Fr.
Hobson, Elizabeth Crews	Louisville, Kentucky	Fr.
Hobson, Harriet Melinda	Atlanta, Georgia	Fr.
Hodges, Celeste Hill	Mobile, Alabama	Soph.
Hoecke, Christine Allen	North Attleboro, Massachusetts	Jr.
Holladay, Glenina Kirkland	Burlington, North Carolina	Sr.
Holland, Janice Ann	Lynchburg, Virginia	Fr.
Hollandsworth, Martha Ann	Hillsboro, North Carolina	Jr.

Hollenbeck, Emily Dianne	Jacksonville, Florida	Soph.
Holliday, Mary Louise	Charlotte, North Carolina	Soph.
Hollidayoke, Linda	Annapolis, Maryland	Fr.
Hollingsworth, Mrs. Katy Connor	Charlotte, North Carolina	Sr.
Hollingsworth, Margaret Elaine	Tampa, Florida	Sr.
Houchins, Mary-Lee Ellen	Tampa, Florida	Sr.
Hovas, Carolyn	Aiken, South Carolina	Fr.
Howard, Margaret Ann	Greensboro, North Carolina	Fr.
Howell, Freda Elizabeth	Gibson, North Carolina	Fr.
Hoyme, Jane Carol	Grand Forks, North Dakota	Fr.
Hubbard, Denny Elizabeth	Fairfax, Virginia	Fr.
Huber, Lois Wharton	Orlando, Florida	Fr.
Hudman, Mrs. Nita R.	Charlotte, North Carolina	Jr.
Hulyalkar, Nalini Shrikrishna	Poona City, India	Jr.
Hunter, Jean McEwen	Mint Hill, North Carolina	Sr.
Hutton, Jane Fowler	Memphis, Tennessee	Soph.
Ingram, Charlotte Douglass	Cheraw, South Carolina	Jr.
Ives, Virginia Louise	Signal Mountain, Tennessee	Jr.
Jamerson, Patricia Roy	Richmond, Virginia	Soph.
James, Allison	Mayesville, South Carolina	Sr.
James, Frances Keller	Union, South Carolina	Jr.
James, Harriet Susan	Madison, New Jersey	Sr.
James, Susan Lindsey	Salerno, Italy	Jr.
Jenkins, Doris Alexander	Columbia, South Carolina	Jr.
Johnson, Anne Fontaine	Avon Park, Florida	Fr.
Johnson, Claudia Evelyn	Jacksonville, Florida	Sr.
Johnson, Mary Ann	Kannapolis, North Carolina	Jr.
Johnson, Mary Rebecca	Prince Frederick, Maryland	Sr.
Johnson, Paula Anne	Benson, North Carolina	Soph.
Jones, Polly Francille	Florence, Alabama	Soph.
Jordan, Mrs. Patricia Kerr	Charlotte, North Carolina	Sr.
Judd, Eleanor Sue	Richmond, Virginia	Jr.
Kaplan, Jacqueline Kay	Loring Air Force Base, Maine	Fr.
Keefer, Carolyn Josephine	Coral Gables, Florida	Soph.
Kelly, Susan Hamner	Lynchburg, Virginia	Fr.
Kenney, Mary Pauline	Moultrie, Georgia	Soph.
Kerr, Elizabeth Ann	Baltimore, Maryland	Fr.
Kersey, Gail Dorothy	Gates Mills, Ohio	Soph.
Kersker, Polly Lansdowne	St. Petersburg, Florida	Fr.
Kidd, Nancy Epperly	Bluefield, West Virginia	Fr.
Kilpatrick, Carol Leslie	Pembroke, North Carolina	Soph.
King, Carolyn Snyder	Charleston, West Virginia	Sr.
Kirkman, Mrs. Helen Moritz	Charlotte, North Carolina	Jr.
Klingelhofer, Judith Moore	Lutherville, Maryland	Fr.
Knott, Ann Elaine	Winston-Salem, North Carolina	Soph.
Knox, Louise	Alexandria, Virginia	Fr.
Kraemer, Karen Elizabeth	Springfield, Virginia	Fr.
Kyle, Sarah Elizabeth	Bristol, Virginia	Fr.

Laine, Mary Ellen	King of Prussia, Pennsylvania	Soph.
Lamb, Martha Hardy	Charleston, West Virginia	Sr.
Lancaster, Sharon Leigh	High Point, North Carolina	Fr.
Lane, Mary Ellen	Tampa, Florida	Soph.
Lanehart, Sandra Verner	Bartow, Florida	Sr
Lanning, Peggy Jean	Charlotte, North Carolina	Fr.
Lawall, Carolyn Harriet	Ridgewood, New Jersey	Sr.
Lawrence, Susan Louise	Middlebury, Connecticut	Fr.
Lawther, Jane Wyatt	Wilmington, North Carolina	Sr.
Learned, Josephine Kalb	Memphis, Tennessee	Jr.
Lee, Lauren Russell	Quitman, Georgia	Fr.
Lefler, Brenda Ann	Shelby, North Carolina	Soph.
Lightbody, Karen Lee	Dalton, Georgia	Soph.
Ligon, Sara Anne	Greenville, South Carolina	Soph.
Lindsey, Ann Ward	Cheyenne, Wyoming	Soph.
Lipscomb, Virginia Carol	Jacksonville, Florida	Fr.
Litaker, Linnea Ruth	Concord, North Carolina	Sr.
Little, Abby Ethel	Cornelia, Georgia	Jr.
Love, Florida Truitt	Kinston, North Carolina	Fr.
Lowder, Joyce Ann	Albemarle, North Carolina	Sr.
Lucas, Virginia May	Old Bridge, New Jersey	Sr.
McAnge, Mary Louise	Bristol, Tennessee	Soph.
McArver, Kenny	Charlotte, North Carolina	Sr.
McAteer, Martha Carol	Charlotte, North Carolina	Fr.
McCollough, Meredith	Butler, Pennsylvania	Jr.
McCollough, Myra Kathleen	Spartanburg, South Carolina	Fr.
McCormick, Carol Ann	Hollywood, Florida	Soph.
McDaniel, Martha Sue	Bristol, Tennessee	Jr.
McDonald, Lois Elizabeth	Atlanta, Georgia	Soph.
McDowall, Claudia Ann	Fayetteville, North Carolina	Sr.
McGinnis, Anne Westbrook	Tampa, Florida	Soph.
McGrath, Ann Eads	Louisville, Kentucky	Sr.
McGuire, Margaret Elaine	Winston-Salem, North Carolina	Soph.
McKee, Ann Morgan	Tampa, Florida	Fr.
McKenna, Keith Maria	Narberth, Pennsylvania	Fr.
McKinnon, Christine James	Knoxville, Tennessee	Fr.
McKinstry, Suzanne Gordon	Louisville, Kentucky	Soph.
McLaughlin, Anne Niven	Waxhaw, North Carolina	Sr.
McLeod, Carolyn Elizabeth	Spartanburg, South Carolina	Fr.
McLeod, Kathleen Caldwell	Sumter, South Carolina	Fr.
McLeod, Nancy Pope	Coral Gables, Florida	Soph.
McLeod, Sarah Marshall	Delray Beach, Florida	Soph.
McMillen, Gail Eileen	Lynchburg, Virginia	Soph.
McMullen, Helen Marie	Tampa, Florida	Jr.
McNairy, Betti Lynn	Greensboro, North Carolina	Soph.
Mack, Frieda Jane	Richmond, Virginia	Soph.
Mackall, Nancy Taylor	Washington, D. C.	Jr.
MacKay, Marian Elizabeth	Birmingham, Alabama	Soph.
Macken, Linda Adale	Charlotte, North Carolina	Soph.
Mackintosh, Linda Lu	Burlington, North Carolina	Jr.

Madden, Lynda Kay	Dublin, Georgia	Soph.
Magill, Judy McLean	Morristown, Tennessee	Fr.
Mann, Barbara Joyce	Johnson City, Tennessee	Soph.
Manus, Carol Phyllis	Huntington, West Virginia	Soph.
Marquette, Mrs. Betty Conlee	Charlotte, North Carolina	Jr.
Marsh, Elizabeth Lambeth	Fairfax, Virginia	Sr.
Martin, Barbara Sue	Charlotte, North Carolina	Jr.
Martin, Joanne DeSales	Atlanta, Georgia	Fr.
Mason, Dianne Downs	Denver, Colorado	Fr.
Mathay, Mary Frances	Youngstown, Ohio	Fr.
Mathews, Claudia Louise	Chattanooga, Tennessee	Soph.
Matthieu, Janice Evelyn	Greensboro, North Carolina	Soph.
Maurer, Mrs. Gloria-Lee	Charlotte, North Carolina	Sr.
Medlock, Janice Marie	Milan, Tennessee	Soph.
Meket, Mary Alan	Cleveland, Ohio	Fr.
Melson, Beverly Gene	Charlotte, North Carolina	Jr.
Merk, Toby Jayne	Woodbridge, Connecticut	Fr.
Metcalf, Pamela Gay	Lexington, Kentucky	Fr.
Methfessel, Alice Helen	Westfield, New Jersey	Sr.
Metzner, Marilyn	Charlotte, North Carolina	Jr.
Mickler, Linda Elizabeth	Tampa, Florida	Fr.
Miles, Charlotte Frances	Greenville, South Carolina	Fr.
Miller, Carla Gay	Orlando, Florida	Fr.
Miller, Patricia Ann	Baltimore, Maryland	Soph.
Miller, Patricia Kay	Narberth, Pennsylvania	Fr.
Millett, Mary Jo	Knoxville, Tennessee	Jr.
Milton, Frances Anderson	Atlanta, Georgia	Sr.
Milton, Susan Louise	Jacksonville, Florida	Soph.
Mitchell, Rosalyn Hazlehurst	LaGrange, Georgia	Soph.
Mize, Frieda Elizabeth	Tryon, North Carolina	Fr.
Moise, Margaret Taylor	Sumter, South Carolina	Fr.
Monckton, Caroline Ruth	Charlotte, North Carolina	Sr.
Moore, Elizabeth Leslie	Madisonville, Kentucky	Soph.
Morgan, Mrs. Jean Agner	Charlotte, North Carolina	Non-degree
Morris, Jane Franklin	Lynchburg, Virginia	Fr.
Morrow, Frances Anita	Jacksonville, Florida	Fr.
Morton, Nancy Clark	Slab Fork, West Virginia	Jr.
Moss, Sarah Elizabeth	West Point, Georgia	Fr.
Muldrow, Mary Virginia	Camden, South Carolina	Fr.
Mullen, Donna Sue	Lincolnton, North Carolina	Soph.
Mullis, June Marie	Charlotte, North Carolina	Sr.
Myers, Bonnie Elizabeth	Cleveland, North Carolina	Sr.
Myers, Elizabeth Gaylord	Charlotte, North Carolina	Sr.
Neal, Katherine Williamson	Graham, North Carolina	Soph.
Nelson, Linda Ann	Rome, Georgia	Fr.
Odom, Suzanna	Atlanta, Georgia	Fr.
Oehler, Kathryn Anne	Shelby, North Carolina	Sr.
Okerson, Nancy Ann	New Canaan, Connecticut	Fr.
Okie, Christine Laurence	Devon, Pennsylvania	Fr.
Olson, Trudy Ann	Glen Ridge, New Jersey	Fr.
Ong, Dorothy Lillian	Mendham, New Jersey	Sr.

O'Rourke, Sally Ann	Charlotte, North Carolina	Soph.
Overton, Rayona Jean	Charlotte, North Carolina	Sr.
Owens, Sheryl Ann	Wahpeton, North Dakota	Soph.
Paddock, Jacquelynne	Arlington, Virginia	Fr.
Page, Kay Louise	Sarasota, Florida	Fr.
Palmer, Carolyn Page	Hickory, North Carolina	Soph.
Palmer, Mary Anne	Asheville, North Carolina	Soph.
Pankey, Anne Porter	Coral Gables, Florida	Jr.
Parrish, Cecily Hart	Winston-Salem, North Carolina	Fr.
Parsons, Ellen Randall	West Palm Beach, Florida	Soph.
Parsons, Sarah McAllister	Wytheville, Virginia	Sr.
Passow, Judy Louise	Park Ridge, Illinois	Fr.
Patton, Mary	Morganton, North Carolina	Fr.
Pearce, Dana Ann	Panama City, Florida	Fr.
Peebles, Barbara Floy	Greenville, South Carolina	Soph.
Peet, Bettie Meade	Auburn, Alabama	Fr.
Pendino, Patricia	Tampa, Florida	Fr.
Pendry, Reita Pauline	Charlotte, North Carolina	Fr.
Peoples, Althea Ann	Huntington, West Virginia	Soph.
Peper, Pamela Susan	Middlebury, Connecticut	Sr.
Pepi, Eleanor Anne	Columbus, Ohio	Soph.
Per-Lee, Mary Louette	Arlington, Virginia	Soph.
Perley, Sara Marcia	Black Mountain, North Carolina	Fr.
Peterson, Gail Markham	Chevy Chase, Maryland	Jr.
Peterson, Michele	Pittsburgh, Pennsylvania	Jr
Petrea, Doris Marie	Durham, North Carolina	Jr.
Pettersen, Mette Elisabeth	Aarhus, Denmark	Non-degree
Phifer, Mary Ann	Statesville, North Carolina	Soph.
Phillips, Linda Carol	Raleigh, North Carolina	Fr.
Phillips, Martha Faye	Winston-Salem, North Carolina	Jr.
Pickering, Elizabeth	New York, New York	Fr.
Pierce, Shirley Ann	Richmond, Virginia	Soph.
Pierson, Eloise	Gainesville, Florida	Fr.
Poitou, Jacqueline	Paris, France	Non-degree
Polan, Frances Sidney	Huntington, West Virginia	Fr.
Pollard, Sara Ethel	Kingsport, Tennessee	Jr.
Poot, Mary Louise	New Bern, North Carolina	Soph.
Porter, Janet Harris	Birmingham, Alabama	Sr.
Powell, Bettianne	Rock Hill, South Carolina	Soph.
Powell, Emily Elizabeth	Charlotte, North Carolina	Sr.
Powers, Virginia McLeod	Marion, South Carolina	Jr.
Prado, Cynthia Marsyl	Miami, Florida	Soph.
Prestera, Gene Michele	Huntington, West Virginia	Fr.
Prevette, Jeannette Cecelia	Wilkesboro, North Carolina	Sr.
Price, Elaine Fitzgerald	Selma, North Carolina	Fr.
Price, Patricia Ann	Newberry, South Carolina	Jr.
Prince, Suzanne	Charlotte, North Carolina	Sr.
Privette, Linda Lucille	Charlotte, North Carolina	Jr.
Purifoy, Jennie Ann	Charlotte, North Carolina	Sr.
Rainwater, Kathleen Joyce	Florence, South Carolina	Sr.
Rathbun, Alexandra Margaret	Asheville, North Carolina	Soph.

Reed, Katherine Ann	Greenville, South Carolina	Soph.
Reese, Anne Carolyn	Wichita Falls, Texas	Soph.
Regitko, Ruth Caroline	Jacksonville, Florida	Soph.
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Rhyne, Sally Irene	Charlotte, North Carolina	Sr.
Richards, Cora Jane	Charlotte, North Carolina	Sr.
Richards, Mary Jane	Lindenhurst, New York	Fr.
Richardson, Elizabeth Graham	Wilmington, Delaware	Fr.
Riepe, Eleanor Thomas	Charlotte Court House, Virginia	Soph.
Ritch, Mrs. Nancy Smith	Charlotte, North Carolina	Sr.
Riviere, Carolyn	Pittsburgh, Pennsylvania	Fr.
Roberts, Betty Louise	Shelby, North Carolina	Soph.
Roberts, Emily Dianne	Knoxville, Tennessee	Fr.
Roberts, Margaret	Charlotte, North Carolina	Soph.
Robertson, Elizabeth Breckinridge	Frederick, Maryland	Sr.
Robertson, Priscilla Anne	Wilson, North Carolina	Sr.
Robinette, Anne Marie	Bristol, Tennessee	Soph.
Robinson, Carol Virginia	Arkadelphia, Arkansas	Sr.
Robinson, Lillie Ann	Tampa, Florida	Fr.
Robinson, Virginia Colby	Westfield, New Jersey	Fr.
Robishaw, Bonnie Lynn	Cleveland Heights, Ohio	Fr.
Rogan, Mary Margaret	Rogersville, Tennessee	Jr.
Rogers, Mary Janet	Orlando, Florida	Fr.
Rollow, Mrs. Margery Olmsted	Charlotte, North Carolina	Sr.
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Royal, Martha Tilghman	Denton, North Carolina	Soph.
Rucker, Elizabeth Carol	Moultrie, Georgia	Sr.
Rumble, Diane Lynn	Charlotte, North Carolina	Soph.
Rupprecht, Sue Wilson	Hagerstown, Maryland	Fr.
Rusk, Nancy Lee	Ridgewood, New Jersey	Soph.
Safford, Christine Elissa	Lansdowne, Pennsylvania	Sr.
Sample, Anne Moore	Fort Pierce, Florida	Fr.
Sanders, Pamela Suzanne	Gainesville, Florida	Fr.
Sanford, Mrs. Louise Blackwelder	Charlotte, North Carolina	Sr.
Sapp, Katherine Rhett	Gramling, South Carolina	Jr.
Sawyer, Susan Elizabeth	Pawnee City, Nebraska	Fr.
Scarborough, Lynda Alexis	Raeford, North Carolina	Soph.
Schilling, Carolyn Ruth	West Lafayette, Indiana	Fr.
Schirm, Carol Lee	West Palm Beach, Florida	Fr.
Schroder, Caroline Beverly	Northampton, Massachusetts	Soph.
Scott, Sharon Eileen	Greensboro, North Carolina	Fr.
Scroggs, Rhanda Robinette	Canton, North Carolina	Fr.
Settle, Carol Ann	Roanoke, Virginia	Fr.
Sexton, Mary Ellen	Bristol, Tennessee	Jr.
Seymour, Jane Floyd	Sanford, North Carolina	Fr.
Shaffer, Ann Adams	Princeton, West Virginia	Jr.
Sharpe, Sallie	Raleigh, North Carolina	Fr.
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Sherrill, Mrs. Ann Hunsberger	Charlotte, North Carolina	Sr.
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Showalter, Anne Hunter	Jacksonville, Florida	Sr.
Shumate, Judith Carolyn	Charlotte, North Carolina	Jr.
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Simpson, Mary Elizabeth	Columbia, South Carolina	Fr.
Simpson, Mrs. Rebecca Richardson	Monroe, North Carolina	Jr.
Sledge, Elizabeth Anne	Whiteville, North Carolina	Sr.
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Smith, Carolyn Wrae	Wagram, North Carolina	Fr.
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Smith, Leslie Ann	Arlington, Virginia	Jr.
Smith, Rosemary Howard	Pulaski, Virginia	Sr.
Snyder, Dorothy Holland	Kingsport, Tennessee	Jr.
Sommer, Margaret Ellen	Louisville, Kentucky	Jr.
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Spencer, Mary Scott	Hickory, North Carolina	Fr.
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Sprehn, Gwendolyn Carol	Washington, D. C.	Fr.
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Stephens, Susan Frances	West Palm Beach, Florida	Fr.
Stone, Clelia Kathleen	Charleston, South Carolina	Jr.
Stone, Katherine Elizabeth	Charlotte, North Carolina	Jr.
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Strain, Dorothy Corrine	Tupelo, Mississippi	Fr.
Strauch, Judith Ann	Burlington, North Carolina	Fr.
Strickland, Ann Corbin	Gastonia, North Carolina	Jr.
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Stroud, Brenda Laetitia	Richmond, Virginia	Soph.
Stroupe, Cynthia Kay	Shaker Heights, Ohio	Sr.
Stuart, Martha Kate	Charlotte, North Carolina	Soph.
Sturges, Barbara Elizabeth	Orlando, Florida	Fr.
Sturgis, Mary Anne	Nassawadox, Virginia	Soph.
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Tallent, Elizabeth Ann	Greeneville, Tennessee	Fr.
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Tatistcheff, Marsha Alexis	New York, New York	Soph.
Taylor, Jan Clark	Decatur, Georgia	Fr.

Taylor, Jane Ann	Morganton, North Carolina	Jr.
Taylor, Tonda Anne	Charlotte, North Carolina	Sr.
Thayer, Marjorie Ann	Brunswick, Maine	Jr.
Thigpen, Linda Rae	College Park, Georgia	Jr.
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Thompson, Elizabeth Jean	Berea, Ohio	Fr.
Thompson, Mae Elizabeth	Goldsboro, North Carolina	Sr.
Thornburg, Madge Lynn	Charleston, West Virginia	Soph.
Tilghman, Kitty Anne	Marion, South Carolina	Jr.
Toler, Martha Randolph	Richmond, Virginia	Soph.
Tolley, Fidelia Ellen	Lexington, Virginia	Sr.
Tompkins, Marion Beth	Aiken, South Carolina	Soph.
Touchton, Patricia Ann	Avon Park, Florida	Fr.
Tovey, Veronica Leigh	Concord, New Hampshire	Jr.
Toynton, Dorothy Claire	West Palm Beach, Florida	Soph.
Trammell, Margaret Harris	Atlanta, Georgia	Fr.
Trebeck, Nancy Elizabeth	Concord, New Hampshire	Fr.
Tripp, Phyllis Kaye	Florence, South Carolina	Fr.
Trivette, Jane	Laurinburg, North Carolina	Sr.
Tucker, Carolyn Elaine	Winston-Salem, North Carolina	Fr.
Tyler, Mary Gardiner	Charles City, Virginia	Jr.
Tyler, Patricia Ann	Richmond, Virginia	Soph.
Underwood, Lola Eugenia	Hinesville, Georgia	Fr.
Upson, Bea Thomas	Atlanta, Georgia	Jr.
Urban, Sara Jane	Aiken, South Carolina	Soph.
Vance, Lynn Scroggs	Canton, North Carolina	Sr.
Vickers, Anne Hunter	Spartanburg, South Carolina	Jr.
Villetet, Micheline	Paris, France	Non-degree
Voorhees, Anne Duffee	Charleston, West Virginia	Soph.
Waldron, Ann Helen	Caldwell, New Jersey	Fr.
Walker, Linda Gail	Kings Mountain, North Carolina	Fr.
Wall, Michele Josette	Charlotte, North Carolina	Jr.
Walter, Barbara Jonell	Birmingham, Alabama	Fr.
Walters, Margaret Marion	Greenwood, South Carolina	Jr.
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Watkins, Cynthia Gholson	Oxford, North Carolina	Soph.
Watkins, Marion Virginia	Alexandria, Virginia	Fr.
Watkins, Willene Elizabeth	Columbus, Georgia	Fr.
Watson, Ann Demilly	Gainesville, Florida	Fr.
Watson, Carol Devlin	Greenwood, South Carolina	Soph.
Watson, Martha Warren	Greensboro, North Carolina	Sr.
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Weldon, Camela Underhill	Watchung, New Jersey	Sr.
Wellens, Mary Sue	Washington, D. C.	Soph.
Wells, Brenda	Farmville, Virginia	Soph.
Wells, Jane McSherry	Raleigh, North Carolina	Sr.
Wertz, Janice Anne	Estill, South Carolina	Soph.

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White, Jacquelin	Raleigh, North Carolina	Fr.
White, Martha-Sue Janet	Jacksonville, Florida	Fr.
Whitfield, Rebecca Talbot	Moultrie, Georgia	Jr.
Whitford, Susan Glenn	Richmond, Virginia	Fr.
Whitley, Mary Elizabeth	Concord, North Carolina	Soph.
Wicker, Jane Marie	Southern Pines, North Carolina	Soph.
Willis, Meta Little	Aiken, South Carolina	Soph.
Willis, Nancy	Bainbridge, Georgia	Fr.
Wilson, Jean Baldwin	Blythewood, South Carolina	Jr.
Winders, Martha Emmie	Kingsport, Tennessee	Jr.
Winkler, Molly Anne	North Wilkesboro, North Carolina	Fr.
Wirwille, Rose Lucinda	Columbia, South Carolina	Soph.
Witherspoon, Mrs. Jane Spainhour	Hickory, North Carolina	Jr.
Womack, Lucie Alexander	Greensboro, North Carolina	Soph.
Wood, Alline Findlay	Marietta, Georgia	Jr.
Wood, Judith Elaine	Jacksonville, Florida	Soph.
Woodard, Elizabeth Hackney	Wilson, North Carolina	Fr.
Woolard, Margaret Helen	Charlotte, North Carolina	Fr.
Worley, Elizabeth Walton	Bristol, Tennessee	Fr.
Wyatt, Linda Clark	Signal Mountain, Tennessee	Soph.
Yandell, Mrs. Phyllis Horne	Charlotte, North Carolina	Jr.
Yarnall, Vanessa Montgomery	Chambersburg, Pennsylvania	Fr.
Yeargan, Alice Fudge	Rome, Georgia	Fr.

Index

Academic Program 11, 20
Courses of Instruction 35
Curriculum 20
Honors and Awards 31
Standards, Regulations and Procedures 25
Accreditation 11
Achievement Tests 16
Activity Hours 23
Administrative Officers and Staff 96
Admission Procedures 16
Adult Education 18, 28, 93
Advanced Placement 25
Advanced Standing 25
Advisors
Faculty 11, 25
Student 18
Aims of the College 13
Algernon Sidney Sullivan Award 31
Alumnae Association 94
Application Fee 17, 77
Art 36
Art Club 89
Associate in Christian Education 39
Attendance at Class 28
Auditing Courses 26
Awards 31

Bachelor of Arts Degree 21
Bachelor of Music Degree 22
Bachelor of Science Degree 21
Basic Requirements 20
Bible 38
Biochemistry 43
Biology 41
Biology Club 89
Board of Trustees 95
Bookstore 78

Calendar for 1963-1964 and 1964-1965 9
Chamber Orchestra 91
Chemistry 43
Choir 91
Chorus 91
Christian Education 39
Circulo Espanol 90
Class Standing 27
Classification of Students 27
College Entrance Examination Board 12, 16
College Scholarships 81
Coronet 90
Cost, see Expenses
Courses of Instruction 35
Curriculum 20

Dana Scholarships 29, 35, 83
Dana Seminars 29, 35, 82
Dean's List 31
Degrees Conferred, 1963 104
Degree Requirements 24
Delta Omicron 30
Distinguished Teaching Award 106
Dolphin Club 90
Dramatics 23, 74, 90

Economics 45
Education 22, 47
Elective Hours 22
Eligibility 27, 28
English 57
Enrollment 109
Entrance Procedures 17
Entrance Requirements 16
European Study, see Study-travel, Summer Program
Evening College 93
Expenses 12, 77
General 77
Payment of 77, 80

Faculty 12, 97
Faculty Advisors 11, 25
Fees 77
Application 17, 77
Commuting Students 77
Part-time Students 78
Resident Students 77
Regulations Regarding 80
Schedule of Payments 77
Special 78
Diploma 79
Education Courses 79
Late Registration 79
Music 79
Student Activity Fee 77, 92
Transcripts 79
Field of Concentration 21
Financial Assistance 12, 81
Foreign Languages and Literatures 49
French 49

Geographical Distribution of Students ... 110
Geography ... 54
German ... 51
Grading System ... 26
Graduation Honors ... 31
Group Tutorial ... 11

Health Services ... 91, 97
History ... 54
History of the College ... 14
Home Economics ... 56
Honor Pledge ... 17, 25
Honor System ... 25
Honorary Organizations ... 30
Honors and Awards, 1962-1963 ... 107
Honors Program ... 29
Honors Scholarships ... 29, 82

In Brief ... 11
Infirmary ... 78, 91

Journalism ... 57

Laundry ... 78
Library ... 12
Literature ... 57, 58
Literature and English Composition ... 57
Loan Funds ... 86
Location ... 11
logos ... 90

Major Program ... 29
Marshals ... 31
Mathematics ... 60
Medical Report ... 17
Medical Technology ... 23
Music ... 22, 24, 62, 66, 91

Non-College Music ... 93
Non-Degree Students ... 18
Nursing Degree ... 21
Nursing Education ... 67

Office of Admissions ... 16
Orb and Sceptre ... 30
Orientation Program ... 25

Part-time Students ... 18
Philosophy ... 67
Physical Education ... 69
Physics ... 69
Placement of Graduates ... 12, 92
Political Science ... 54, 56
Presidents of the College ... 15
Probation ... 28
Psychology ... 70

Quality Point System ... 26
Queens Christian Association ... 89
Queens Current ... 90
Queens Players ... 23, 90
Queens Scholarships ... 29, 35, 83
Queens Seminar ... 29, 35, 82

Recitals ... 91
Registration ... 26
Religion ... 38
Religious Life ... 13, 89
Report of Grades ... 28
Requirements for Graduation ... 20, 24
Room Assignments ... 92
Russian ... 52
Russian Studies ... 52

Scholarships ... 81, 85
  Regulations Governing ... 85
Scholastic Aptitude Test ... 12, 16
Science Seminar ... 90
Secretarial Practice ... 71
Secretarial Training ... 22
Selection of Students ... 12
Semester Load ... 26
Seminars, Queens and Dana ... 29, 35
Sigma Mu ... 30
Sigma Upsilon ... 30
Size of College ... 11
Sociology ... 72
Sororities, Social ... 89
Spanish ... 52
Speech ... 74
Student Activities ... 12, 89
Student Activity Fee ... 92
Student Bank ... 78
Student Employment ... 86
Student Government Association ... 89
Student Organizations ... 89
Student Publications ... 90
Student Handbook ... 28, 90
Student Roster ... 111
Study-travel, Summer Program ... 30
Summer School Credit ... 28
Summer Session ... 28, 93
Swatches ... 90
Swimming Requirement ... 23

Teacher Certification ... 22
Tennis Club ... 90
Transcripts ... 18, 79
Transfers ... 18

Valkyrie ... 30

Washington Semester ... 29
Withdrawal from a Course ... 26
Withdrawal from College ... 26, 77

APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type) CHARLOTTE, NORTH CAROLINA

For session beginning _____ as

☐ Resident student
☐ Commuting student

Do not fill in this space

I. P.	Wd.	Act.	A. F.	No.

Name _____
(Last) (First) (Middle)

Home address _____
(Street or rural route) (City) (State)

Telephone _____ Date of birth _____ Race _____

Name of high school _____ Month and year of graduation _____

Principal _____ School address _____

Schools attended since high school graduation (include dates) _____

_____

Father's name _____
(If deceased, so indicate)

Mother's name _____
(If deceased, so indicate) (over)

APPLICATION TO QUEENS COLLEGE (Continued)

For session beginning _____ as

Date _____

☐ Resident student ☐ Commuting student

Name of applicant _____

I am familiar with the financial obligations as stated in the current catalogue of Queens College and approve of this application. I enclose the application fee of ten dollars ($10) which I understand is a service charge and is non-refundable.

Signature of parent or guardian _____
(or applicant if not a dependent)

Home address _____
(Street, City, State)

Position and business address _____

Make checks payable to Queens College. Mail application to the Director of Admissions, Queens College, Charlotte, North Carolina 28207.

(over)

Do you need financial assistance in order to attend Queens? _____

Do you wish to apply for a scholarship? _____ A loan? _____

Name of church you attend _____ Are you a member? _____

Minister's name _____ Address _____

When do you plan to take the Scholastic Aptitude Test of the College Entrance Examination Board? _____

Commuting student applicants fill in the following:

Do you wish to attend on a full-time or part-time basis? _____

Name of husband (if married) _____